

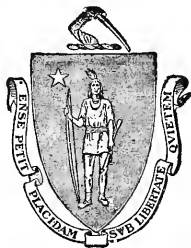
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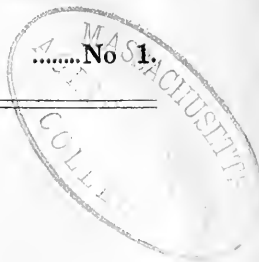


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EIGHTEENTH

ANNUAL REPORT

OF THE

BOARD OF EDUCATION,

TOGETHER WITH THE

EIGHTEENTH ANNUAL REPORT

OF THE

SECRETARY OF THE BOARD.

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BOSTON:

WILLIAM WHITE, PRINTER TO THE STATE.

1855.

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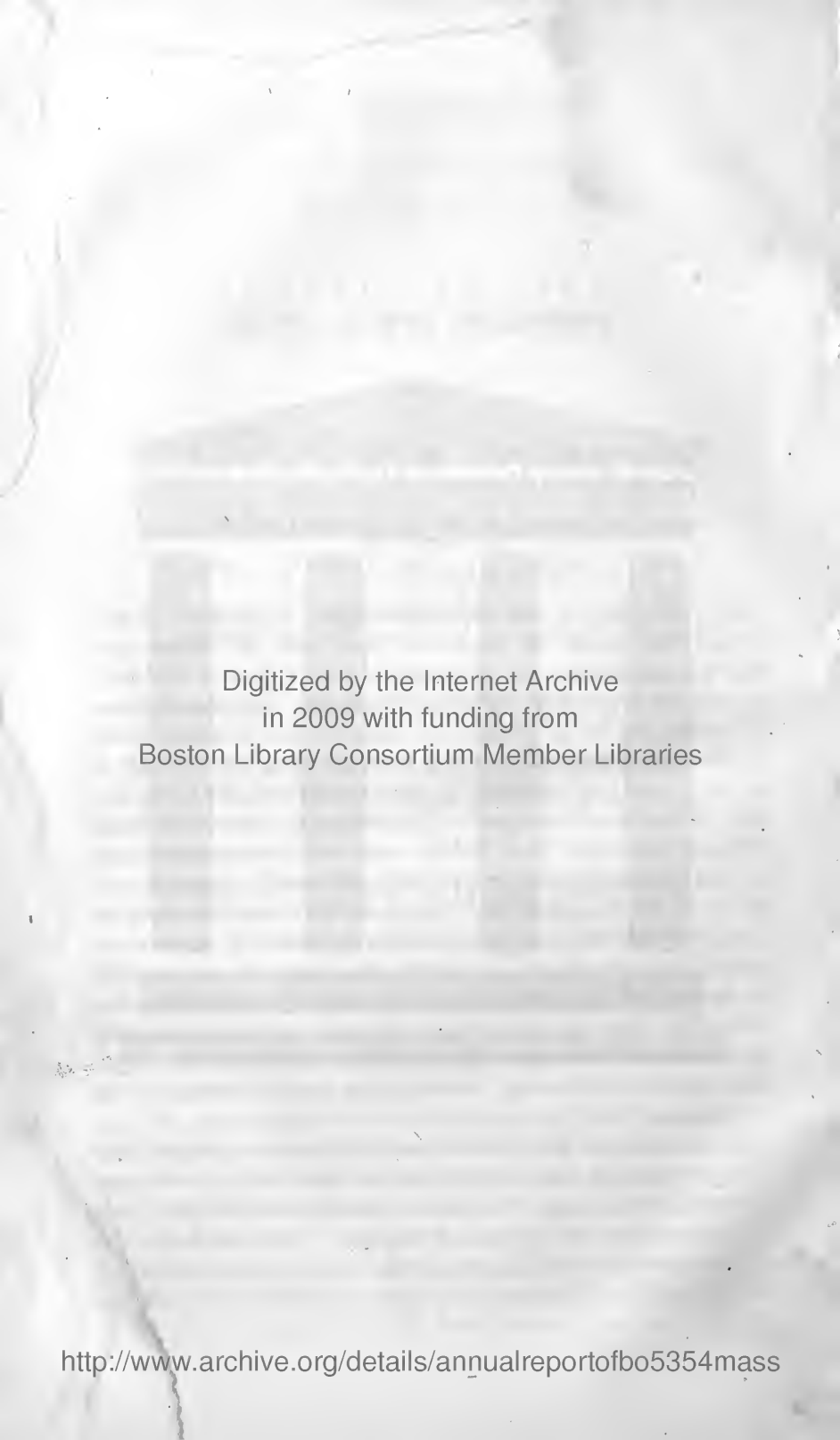
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1853-54

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EIGHTEENTH ANNUAL REPORT  
OF THE  
BOARD OF EDUCATION.

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IN presenting to the legislature their Eighteenth Annual Report, the Board of Education beg leave to express their growing conviction, that the educational interests of the State, in their influence upon its future prosperity, surpass all others. No State can be in a thriving condition, that does not adopt measures to prevent her youth from growing up without an ability to read and write and to transact the ordinary business of life. If the people are poorly educated, and their minds undisciplined, there will be a lack of enterprise; the mechanic arts, manufactures and commerce, will languish, and no improvements will be made in agriculture. Urged by the conviction that our system of Free Schools must not only be sustained, but be made more and more efficient, we have endeavored to carry out the enactments of the legislature and to keep the people reminded of the fact that our power and influence in the sisterhood of States depend more upon the mental cultivation of the people, than upon the extent of our territory, or the number of its inhabitants.

At a meeting of the Board in January last, arrangements were made for carrying into effect the Act of April, 1853, in reference to State Scholarships. The whole State was divided into forty sections, equal to the number of senators. Each senatorial district was divided into as many sections as it sends senators to the legislature. These sections were arranged in four classes, and the year in which each class shall be entitled to ten scholar-

ships was determined by lot, as the Act provides. On the first of February a circular was issued and sent to all the school committees in the State, informing them when it would be the privilege of the sons of the Commonwealth to receive its bounty.

The Board met in March, to examine the applications made from the first class of sections, and to appoint therefrom young men to fill said scholarships. Though only two months' notice had been given, the number of applicants was double the number of scholarships. Some of them, however, were from other parts of the Commonwealth, having presented themselves with the expectation that the two appointments which *may* be made from the State at large would be; but the whole number (twelve) were selected from the first class of sections, which was believed to be required by the statute, if a sufficient number of suitable candidates from that section made application.

We should judge, from the number and character of the applicants, that the law is and will be very popular.

Mr. David S. Rowe, principal of the Westfield State Normal School, resigned the place he had occupied eight years, and removed to a neighboring State at the close of the winter term. The school was conducted by the assistants during the summer term.

Mr. William H. Wells, principal of the Putnam School in Newburyport, was appointed his successor, and entered upon his duties in August last.

Mr. Marshall Conant has been duly appointed principal of the Bridgewater School, in place of Mr. Tillinghast, who resigned last year on account of ill health. On the retirement of the latter, the hope was entertained that the loss would be but temporary. That hope the Board has been obliged reluctantly to surrender. This is the more to be regretted, as his eminent ability and rare fidelity rendered his services invaluable. Few teachers have been able to produce so great and lasting effects upon the intellectual and moral character of their pupils as he. In parting with such a coadjutor, worn out in the service of the State, we wish it were in our power to express our sense of obligation to him for his valuable labors in a more substantial way than by mere words.

Graduates of Normal Schools have, for the most part, been employed as assistant teachers. It seems desirable, on many



accounts, that the male assistant should be a man as highly educated as the principal. It is very important that the principal, in order to teach others how to teach, should have time to accompany his pupils to the Model School, to observe their excellencies and defects, and that, instead of being confined to instructing classes all day, he should have more leisure to instruct his pupils in the different modes of teaching and the philosophy of it. We are aware that the Normal Schools have not, in all cases, given as much instruction in didactics,—in that which distinguishes our Normal from all other schools,—as they should, because their pupils were so deficient in their early education that it has been necessary to devote much time to elementary instruction. Let the assistant be an able teacher, fully competent to conduct the school in the absence of the principal, and more can be done in teaching them how to teach. Such assistants are usually able to give lectures in some department of natural history, and in many ways can benefit the school, which one less thoroughly educated cannot. We have not been able to employ such assistants, except for a limited time, just long enough to discover the advantage of them, because we have not had the means of paying them the salary they can obtain elsewhere.

Prior to the publication of the last Report, a plan had been adopted for the distribution of the \$1,000 that has been appropriated annually to each of the Normal Schools to aid certain pupils to meet the expenses of their education. It will be seen by referring to the Treasurer's Report of 1853, that only \$170 of the \$1,000 that might have been distributed was called for at the close of the fall term of 1853. It was found that many pupils, who needed help, thought that the mode of obtaining it required too public a confession of their poverty. By a slight change in the mode of making the application, that difficulty was removed, but the appropriation for the year just closed has not all been used. The sum distributed at each of the schools during the year has been as follows:—

At Westfield, . . . . .	\$892 00
“ Framingham, . . . . .	258 00
“ Bridgewater, . . . . .	224 50

It will be seen that three times as much has been paid to pupils at Westfield as at any other school. It is a matter of fact, that one-half of the sum paid there, was paid to students from the eastern half of the State. If each pupil had attended the school that was nearest to his home, it is believed the sum paid out at the three schools would have been nearly equal.

The State, through the Normal Schools and Teachers' Institutes, has made liberal provision for the education of teachers. Under the impression that these provisions were not fully appreciated by the people in many parts of the State, the Board, in June last, issued a circular, through a committee of their own number, addressed to school committees in every town, urging them to select from their teachers the most promising, and to persuade them to attend a Normal School.

Since the State, by its munificent appropriations for the education of teachers, has expressed its views of the importance of their being well qualified for their work, it has seemed to us that no young persons ought to offer themselves as teachers till they are sure they are such teachers as the State needs. It has seemed to us also that school committees ought to seek for teachers that have been trained at a Normal School, and if they cannot find a supply of such, they should use their influence to increase the number.

It is too late to say that those who have been trained at a Normal School cannot teach better than those who have taken no special pains and have incurred no expense to prepare themselves for their work. We may as well say that a young man will succeed well in any art or trade without serving an apprenticeship with some skilful mechanic, or that a professional man will succeed in his profession without any special previous instruction, as that a young person without special training will make as good a teacher as one that has spent a year at a Normal School. There is not only knowledge imparted in these schools, but an enthusiasm awakened and a sense of the greatness of the work infused that cannot be done in any other way.

It appears from an examination of the records of the three oldest Normal Schools, that they have had pupils from 259 different towns and cities in the Commonwealth. The following Table will show from how many towns in each county no scholars have been sent to these schools:—

Berkshire . . .	has 31 towns,	9 have not sent.
Bristol . . .	" 19 "	1 " "
Barnstable . . .	" 13 "	2 " "
Dukes . . .	" 3 "	3 " "
Essex . . .	" 32 "	11 " "
Franklin . . .	" 26 "	8 " "
Hampden . . .	" 20 "	2 " "
Hampshire . . .	" 23 "	4 " "
Nantucket . . .	" 1 "	0 " "
Norfolk . . .	" 23 "	0 " "
Middlesex . . .	" 51 "	11 " "
Plymouth . . .	" 24 "	5 " "
Suffolk . . .	" 4 "	1 " "
Worcester . . .	" 58 "	12 " "
From . . .		328 69*

The building for the Fourth Normal School, located in the city of Salem, has been completed the last year, and a deed of it given to the Commonwealth. It cost \$18,500, exceeding the sum which the city expected to pay by about \$3,000. The

\* A List of the Towns that have sent no pupils to the Normal Schools, alphabetically arranged. It should be stated that some of these towns have been but recently incorporated:—

Acton,	Groveland,	Saugus,
Alford,	Hamilton,	Shirley,
Boxborough,	Hatfield,	Southborough,
Carlisle,	Heath,	Spencer,
Cummington,	Hancock,	Savoy,
Coleraine,	Harwich,	Swansey,
Conway,	Hull,	Swampscott,
Chilmark,	Holland,	Topsfield,
Dalton,	Lee,	Tewksbury,
Dover,	Leicester,	Tyngsborough,
Dudley,	Lakeville,	Tisbury,
Dunstable,	Lynnfield,	Wenham,
Enfield,	Melrose,	West Newbury,
East Bridgewater,	Millbury,	Wilmington,
Eastham,	Monroe,	Winchester,
Edgartown,	Mount Washington,	West Boylston,
Erving,	Nahant,	Worthington,
Essex,	Northbridge,	Wendell,
Florida,	Oakham,	Whately,
Georgetown,	Paxton,	West Stockbridge,
Gardner,	Prescott,	West Bridgewater,
Gill,	Rowley,	Windsor,
Groton,	Rutland,	Winthrop.

house was dedicated September 14th, on which occasion an Address was delivered by Hon. George S. Boutwell, a member of the Board.

The school has commenced, and for the present is under the direction of Mr. Richard Edwards, Jr., one of the agents of the Board, and for several years an assistant teacher at Bridgewater.

The present condition of the Normal Schools is exhibited in the Visitors' Reports; and a notice of the Teachers' Institutes may be found in the Report of the Secretary.

EMORY WASHBURN.  
WILLIAM C. PLUNKETT.  
THOS. KINNICUTT.  
EMERSON DAVIS.  
GEORGE B. EMERSON.  
MARK HOPKINS.  
EDWARD OTHEMAN.  
ISAAC DAVIS.  
GEO. S. BOUTWELL.

*Report of the Visitors of the State Normal School at Framingham.*

During the past year there have been several changes in the corps of assistant teachers. Miss Lucretia Crocker, the senior assistant, resigned her office as teacher in September last. Miss Crocker was an able, efficient and devoted teacher for four years. She united, in a remarkable degree, the moral and intellectual qualities most desirable in a teacher, and discharged the duties of her office with distinguished ability. By her resignation the school sustained a severe loss. Miss Adeline G. Greely, of Boston, was appointed to fill the vacancy occasioned by the resignation of Miss Crocker. The school suffered another severe loss by the resignation of Miss Abby C. Gardner, at the commencement of the autumn term. Miss Gardner had been an assistant teacher for one year. Her able and efficient services had become highly valuable. No appointment has been made to fill this vacancy. Miss Fanny A. Parsons was appointed an assistant teacher in April last. She is now unable to discharge her duties, in consequence of ill health. Miss A. C. Payson, of Peterborough, N. H., now acts for Miss Parsons.

The statistics of the school for the year past, are as follows:—

The whole number of pupils connected with the school is	93
“ “ “ admitted is . . . .	56
“ “ of graduates is . . . .	20
“ “ dismissed on account of illness, or a want of proper qualities to make teachers, . . .	8
The average age of the whole school is (years) . . .	19 $\frac{3}{4}$
The number who have had more or less experience in teaching, before becoming members of the school, is	28
The number of towns represented is . . . .	41
“ “ “ counties “ “ . . . .	10
“ “ “ States “ “ . . . .	5

Barnstable County has sent 5; Bristol, 1; Essex, 9; Hamp-

den, 3 ; Hampshire, 1 ; Middlesex, 33 ; Norfolk, 9 ; Plymouth, 1 ; Suffolk, 10 ; Worcester, 10.

Maine has sent 5 ; New Hampshire, 4 ; Rhode Island, 1 ; Connecticut, 1.

Among the graduates of this year, an advanced class of *seven* left the school in March last, having successfully pursued a thorough and liberal course of study of three years, to qualify themselves for teachers in the public high schools in the State. This is the third advanced class which has graduated at this school. This class was more fully and completely fitted for their intended stations, than either of the preceeding classes, as their course of study had been more perfectly arranged.

The Principal, Rev. Eben S. Stearns, and his assistants, seem to feel and appreciate the responsibility which rests upon them, and are doing every thing in their power, to make this a model school in preparing and training teachers.

The Library and Philosophical Apparatus need additions very much, in order to illustrate the studies pursued in the school.

An appropriation will be necessary, in order to finish the fencing of the grounds belonging to it, and secure the exclusive use of them to the school.

For the Visitors,

ISAAC DAVIS.

Boston, Dec. 13, 1854.

*Plan for a Model School, in connection with the State Normal School at Framingham.*

1. It is proposed, that the Primary, Grammar, and High Schools already existing in the Centre District, constitute the "MODEL SCHOOL," on the general principles proposed by the Board of Education, and agreed to by the School Committee.

2. The town of Framingham is expected to provide suitable rooms for these schools, keep them in repair, warmed, cleansed, ventilated, and furnished with such apparatus and conveniences as may be expedient for successful instruction.

3. The town is expected to pay the salaries of competent per-

manent teachers, who shall be a male teacher for the High School, and female assistants, if necessary, and a female teacher for each of the other schools.

4. It is proposed to organize the Model School as follows:—

#### ORGANIZATION OF THE MODEL SCHOOL.

1. The Primary School shall consist of pupils gathered from within limits prescribed by the School Committee of the town of Framingham, of each sex, and from the lowest age prescribed by law, to eight years: *provided, however*, that pupils of greater age may be retained, if a want of proper qualifications for the Grammar School shall make it seem necessary. The school shall have assistance from the pupils of the State Normal School, as the best good of the school may require, according to general principles, to be given hereafter.

2. The Grammar School shall consist of pupils, as above, from the age of eight to twelve years: *provided*, those not qualified for the High School, may be kept for a longer time. Assistance shall be rendered in this school, as in the Primary School.

3. The permanent teachers, in these schools, shall be expected to exercise such direction and control, and assume such responsibilities, as are usually expected of teachers in such schools—subject to the superintendence of the Principal of the State Normal School.

4. The High School shall consist of pupils of the age of twelve years and upwards.

This school shall be subject to the same conditions and provisions as the other schools—but nothing in its organization, course of study, instruction or management, shall conflict with the requirements of the Act of the State Legislature of the year eighteen hundred and fifty-one, entitled, “An Act in addition to An Act for establishing an Academy in the town of Framingham, by the name of Framingham Academy.”

The studies of this school shall be arranged with reference to a full and thorough course, embracing the “classics” as optional studies, to be completed in four years. Pupils who have honorably completed this course, shall be entitled to a Diploma signed by the permanent teacher, the Principal of the State Normal School, and countersigned by the School Committee of the town.

The course of study shall, in general, be such as shall be deemed best adapted to secure a right development of the three-fold nature of the pupil, and prepare him for the successful prosecution of college studies, or for the common duties of active life.

The permanent teacher in this school, shall be expected to assume such responsibilities and such control, &c., as is expected of the other permanent teachers in this connection, subject, &c., as they are. He shall also be assisted by one or more permanent assistants, and by pupils from the State Normal School, as above.

5. Pupils of the required age and qualifications, may be admitted into the High School from all parts of the town. Pupils from other towns may be admitted, on the payment of a tuition of not less than fifty cents per week; and no pupil of correct deportment, good moral character, and of the required age and attainments, shall, at any time, be excluded from the school on the ground of non-residence in this town.

Pupils from other towns, may be admitted into the other schools mentioned, on the payment of tuition as above, provided there are vacancies, which shall be determined at the opening of each term.

6. The Salaries of the several permanent teachers shall be paid by the town, as follows: The salary of the permanent teacher in the High School, shall be \$1,000, of which the town shall pay \$800, to which shall be added the money raised by tuition, to the amount of \$200. Should the sum so raised, fall short of \$200, the deficiency shall be made up by the town. Should there be an excess, it shall be otherwise disposed of.

The Salaries of the several female teachers shall be \$300 each, to which shall be annually added, in equal proportion, the money raised by tuition in the various schools, not otherwise disposed of, until their salaries reach \$400, respectively. If there remain any thing collected by tuition, it shall be applied to promote the best good of these schools, by the concurrent action of the School Committee, and the Principal of the State Normal School.

7. Assistance from the pupils in the State Normal School shall be given in these schools, in the following manner:—

The pupil teacher shall spend sufficient time in observation of the class or classes to which she is assigned, to learn their names,



and something of their habits, acquirements, and character. She shall have charge of said class or classes, for discipline and instruction in one or more branches, for not less than one hour a day, for not less than six successive weeks. The number of persons so employed, shall be determined by a strict regard to the highest good of the Normal and Model Schools.

8. Each pupil teacher shall be expected to keep a careful record of her duties in these schools, which shall be duly returned to the Principal of the Normal School, with the opinion of the permanent teacher, in regard to the success of the pupil teacher, &c., &c., indorsed thereon, and these reports shall be subject to the inspection of the School Committee.

9. There shall be a severe and thorough public examination of those schools, at least once a year, and all the pupils in the lower schools, who shall pass that examination, in a manner satisfactory to the School Committee, the Principal of the Normal School, and to the permanent teacher of the next higher school, may be admitted to the next higher school, provided they are of the required age; and no one shall be advanced to a higher school, who is not able to sustain such examination.

10. The School Committee of the town of Framingham shall be expected to retain such control and responsibility, as is required of them by law, to visit the school from time to time, and to give their influence and the sanction of their office, to promote the success of these schools. They shall be expected to make to the Principal of the Normal School such suggestions as the good of the model schools may seem to them to require. It shall be the duty of the said Principal to confer with them from time to time, and to give them such explanations and information respecting these schools, as they may require.

11. The School Committee hereby request and authorize the Principal of the State Normal School, in case of vacancies, to nominate suitable teachers to said committee. But all legal contracts with teachers, shall be made with the School Committee, and nothing in this plan and agreement may be construed as disclaiming, ignoring, or transferring the rights and duties vested in the School Committee, by the Act of the Legislature of 1851, transferring the Framingham Academy to the Framingham High School.

12. The Principal of the Normal School shall assign assist-

ants to these schools, from among the pupils of the Normal School, and visit these schools often enough to satisfy himself of the efficiency and faithfulness of all teachers and assistants. He shall recommend a course of study, extending through all these schools, so arranged that the branches taught in the lower school shall be preparatory to those in the higher schools. He shall also select and recommend the text books which he deems best adapted to the wants of these schools.

13. The Terms and Vacations shall correspond, as nearly as may be, with those prescribed for the State Normal School.

14. This Plan shall be put in operation immediately after the annual State Thanksgiving.

Accepted and agreed to by the School Committee of the town of Framingham, and the Principal of the State Normal School.

WILLIAM C. CHILDS,  
*Chairman School Committee.*

EBEN S. STEVENS,  
*Principal State Normal School.*

FRAMINGHAM, Nov. 6, 1854.

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*Report of the Visitors of the State Normal School at Bridgewater, for 1854.*

It gives us pleasure to be able to report favorably, in regard to the order, condition and prospects of the Bridgewater State Normal School. It is maintaining its deserved reputation, for thoroughness and efficiency of instruction and discipline, under the judicious management of its new Principal, Mr. Marshal Conant, in connection with his worthy associates, Mr. Edwin C. Hewitt and Mr. Jairus Lincoln, Jr.

Mrs. Wyman, who became assistant teacher at the commencement of the year, was reluctantly compelled, by the state of her health, to leave the school before the close of the first term. The Principal made honorable mention of her services during her actual employment. She resigned her situation soon after the second term began, and Mr. Lincoln, a late graduate of this

school, was engaged in her stead. The visitors are gratified to find the present corps of teachers harmoniously and vigorously pursuing their responsible and important duties.

The additional appropriation made by the last legislature, for the expenses of the State Normal School, furnishes the means of some necessary and desirable repairs and improvements, upon the premises of this school, and the Visitors are pleased in finding the buildings and grounds in good order.

The attendance of pupils for the year, is somewhat diminished from that of former years. A serious impediment is found in the increased price of board, though the decline may be attributable, in part, to the increased attention paid to private seminaries. The prospect for a large entering class at the next or Spring Term, is represented as particularly encouraging. It is believed, that the real merits of this school need only to be widely known, to secure a numerous and desirable class of pupils. It may be proper here to state, that Mr. Tillinghast, the former Principal, in connection with the present Principal, has been for some time engaged in preparing a full Catalogue of the school from its commencement, to contain, besides the names of officers and pupils, a detailed view of the course of study, and other useful information. The publication of this Catalogue, and, hereafter, of an Annual Catalogue or Circular, would, no doubt, contribute to a wider appreciation of the true position and operation of this school.

It is desirable to raise the requisitions for admission into this school, making it adapted to furnish a greater amount of strictly professional instruction and training.

The attendance by terms during the year, was as follows:—

41st term,	closing	March 7,	pupils	54,	viz.:	males	23,	females	31
42d	"	"	June 27,	"	47,	"	"	24,	" 23
43d	"	"	Nov. 8,	"	51,	"	"	30,	" 21

The average age of the males, the first of these terms, was 19 years; of the females,  $17\frac{5}{12}$  years. Of the males the 2d term,  $21\frac{1}{4}$  years; of the females, 18 years. Of the males, the third or last term,  $22\frac{1}{2}$  years; of the females,  $18\frac{1}{2}$  years.

The number of pupils received into the school during the year, is 27, viz.: 14 males and 13 females.

Of these, Plymouth County furnished	.	.	.	.	12
Worcester	"	"	.	.	3
Norfolk	"	"	.	.	4
Middlesex	"	"	.	.	1
Essex	"	"	.	.	1
Nantucket	"	"	.	.	1
New Hampshire	"	.	.	.	3
Connecticut	"	.	.	.	1
New York	"	.	.	.	1

The average age of these pupils on entering, was  $19\frac{3}{8}$  years. Thirteen of the number had some previous experience in teaching. Several who entered the school, left shortly after, on account, principally, of ill health, and they are not reckoned in the above number. Fourteen young persons, seven males and seven females, have just entered the school, a new term commencing the 4th inst.

The number of graduates during the year is 46—21 males and 25 females.

Of this number, Plymouth County furnished	.	.	.	16
Worcester	"	"	.	10
Norfolk	"	"	.	4
Middlesex	"	"	.	4
Essex	"	"	.	1
Bristol	"	"	.	3
Nantucket	"	"	.	4
Connecticut	"	.	.	1
Vermont	"	.	.	1
Maine	"	.	.	2

Of these graduates, all but three have been employed in teaching, and all who have taught, have done so within this State. All are engaged in teaching this winter, except three males and five females. The wages of the female teachers this winter will be, on an average, about \$4 per week, and board. The wages of the male graduates will be a little more than \$40 per month, average rate, each teacher paying his own board. All the females who graduated before the commencement of the summer schools, taught successfully during that season. The parents of a few of the young ladies desired that they should not teach during the

winter. One of the young gentlemen failed of his expected situation on account of sickness; another failed on examination by a town committee; and the third is employed in a newspaper office, waiting a favorable opportunity to teach.

The great call, a year since, for teachers adapted to take charge of the higher grade of schools, induced many of the graduates to retain a connection with the Normal School, in order to extend and increase their qualifications. Thus the Principal has been able to meet such applications for teachers, as could not have been supplied in any other way. Of these graduates, 24 remained members of the school the last term, 7 of whom were obliged to leave, however, before the close of the term, to commence their own schools.

For a portion of the year, a pleasant connection existed between the Normal School and one of the town schools, by which the graduating class were able to become teachers awhile themselves. This connection, interrupted in the summer, will, it is hoped, be resumed this winter, and only waits a favorable opening of the town school.

Music has been taught, more or less each term, by Mr. S. P. Thatcher, of Middleborough. He gave regular instruction after his engagement the first term, and gave twelve lessons the second term. Only four or five lessons were given the last term, owing to the failure of his health. His instruction has been satisfactory when it has been regular, being spirited, and adapted to arouse attention and interest.

Three valuable courses of lectures have been delivered during the year. One course of nine lectures, on various subjects of Natural History, was given by Prof. Agassiz, exciting very deep interest. One course of eight lectures, on Drawing, was by Mr. H. Krusi, excellent in itself, but not dealing in sufficient detail for the highest utility. A third course, consisting of six lectures, on Chemistry, was by Mr. J. C. Sharp, of Roxbury. As this latter gentleman has thus, for the first time, visited the Normal School as lecturer, it may be proper to observe, that his lectures were very appropriate and useful.

"They were very admirably adapted," says the Principal, "to give a *clear* idea of the *practical* application of this science."

About a year since, Prof. Guyot gave a course of lectures on Geography, and proposes to give another course this term, com-

mencing the 18th inst. The Principal remarks, that "the school has been nobly aided by several of these courses of lectures. The information gained from them, is brought into use in the school, in illustrating and explaining the regular lessons, but more particularly in special topics for general exercises, when the pupils are examined as to their knowledge of the lectures."

The first term of the year, seven pupils received State aid, as provided by law, amounting to \$102. The second term, five received such aid, to the amount of \$87.50. The third term, four received similar assistance, to the amount of \$70. The whole amount thus furnished, is \$259.50. It is, perhaps, proper to add, that this aid appears to be duly appreciated, and gratefully acknowledged by its recipients.

It has not been deemed advisable, hitherto, to attempt the change of terms proposed by the Board, at its special session in July. The time of adopting this change, having been left optional with the Visitors of the Westfield and Bridgewater Normal Schools, in its application to their respective schools, it has been thought advisable to defer the change at Bridgewater for the present. It is hardly a year since members of this school graduated in the *middle* of a term, owing to a recent recurrence, from one year's experience, of two terms a year, back to the original plan of three terms. The changes which this school has undergone, having been somewhat unfavorable to its progress, it is considered the safest course, to introduce the proposed order, of two terms a year, in as natural and easy a manner as possible. The alteration will probably be attempted in the spring.

We would not omit to mention the gratifying fact, that the social and moral condition of the school is highly satisfactory. The Principal observes, "That it could scarcely be expected to be better. It is true we have, in a few instances, want of talent, and perhaps, in one or two instances, want of some points of moral character, which teachers ought to possess. But, generally speaking, I am happy to say, the pupils are earnest, and faithful to themselves; and though our numbers are small, we shall labor to make each one a *host*."

For the Visitors,

EDWARD OTHEMAN.

Boston, Dec. 13, 1854.

*Report of the Visitors of the Westfield State Normal School.*

Mr. David S. Rowe, having been Principal of this school eight years, resigned in February last, and the school was conducted during the summer term, by Mr. J. W. Dickinson, the assistant.

Mr. William H. Wells, late Principal of the Putnam School in Newburyport, has been appointed Principal, has entered upon the duties of his office, and has just commenced his second term.

The school is gradually increasing in numbers, and the time is not, we believe, far distant, when more room will be needed. It will be necessary, either to enlarge the building, or to buy out the right of the district to the lower story. It is a part of the contract with the district, that the Board may have the whole building by paying \$1,500, whenever it shall be their pleasure to do so.

The number of pupils during each term the last year, has been as follows :—

In winter, 42 ; summer, 53 ; autumn, 85. Averaging  $63\frac{1}{3}$  each term. 61 were admitted during the year.

The male assistant, Mr. J. W. Dickinson, has commenced his third year. Miss A. G. Parsons, late preceptress in the Putnam School at Newburyport, is the female assistant.

The school-room is now heated by a furnace, which was paid for out of the appropriation of \$500, made by the legislature at its last session, for repairs and improvements.

The present Principal has marked out a course of study which is to extend through a year, in which some studies are pursued only at particular seasons of the year.

E. DAVIS.

WESTFIELD, Dec. 12, 1854.

*State Normal School at Salem.*

The Visitors of the State Normal School at Salem, respectfully report:—

That Resolves to establish a State Normal School in the county of Essex, having been passed by the Legislature, received the Governor's approval, April 16, 1853. The State Board of Education, at their meeting, held on Thursday, June 2, 1853, decided to locate the same in Salem. The city of Salem furnished the site formerly occupied for the Registry of Deeds, on Summer, corner of Broad Streets, erected thereupon a brick building, two stories high, sixty-seven feet square, and furnished the same to the acceptance of the Board, and received therefor the sum of six thousand dollars, appropriated by the Legislature for this purpose. The building contains, on the lower floor, a lecture-room and six smaller rooms, for library, apparatus, reception, &c.; on the second floor, a school-room, sixty-five by forty feet, four recitation and two smaller rooms—one for the use of the teachers, and the other where the books of reference are deposited.

On Saturday, September 3, 1853, workmen began to remove the old building. The new building was dedicated for educational purposes, Thursday, September 14, 1854, with appropriate exercises, Governor Washburn presiding; the address by Ex-Governor Boutwell, a member of the Board.

The school was opened on Wednesday, September 13, 1854, with Mr. Richard Edwards, as Principal, Miss Martha Kingman, as assistant. In October, in consequence of the large number of pupils, the services of an additional assistant were required, and Miss Elizabeth Weston was appointed to the situation.

The number of scholars now in attendance, is 65—of whom Essex County furnishes 57; Middlesex, 5; Plymouth, 1; New Hampshire, 2. Owing to the central position of Salem, and its being the centre from which several railroads diverge, only 13 of the pupils are required to board from home.

Some appropriation will be required, to furnish this school with cabinets and apparatus; also a library, which should contain a few volumes of reference for the use of the pupils; and



also for fencing, grading and ornamenting the grounds with the trees, shrubs, &c.

As this school has been in operation but three months, a brief report only is required. Suffice it to say, that the school appears to be in a good condition, and the Principal and his assistants are assiduous in the discharge of their responsible duties.

For the Committee,

H. WHEATLAND.



## ADDRESS BY MR. BOUTWELL,

A MEMBER OF THE BOARD OF EDUCATION.

DELIVERED AT SALEM, SEPTEMBER, 1854.

The human race may be divided into two classes, so that the description of them shall be this: One has no ideal of a future, different from the present; or if it is not always satisfied with this view, it has yet had no clear conception of a higher existence.

The other class is conscious of the power of progress, is making continual advances, and has an ideal of a future, such as, in its judgment, the present ought to be. Both of these classes have institutions; for institutions are not the product of civilization, but they exist wherever our social nature is developed. Man is also a dependent being, and he therefore seeks the company, counsel and support of his fellows. From the right of numbers to act, comes the necessity of agreement, or at least so much concurrence in what is to be done as to secure the object sought. The will of numbers can only be expressed through agencies, and these, however simple, are indeed institutions—the evidence of civilization, rather than its product. They are always the sign, symbol or language by which the living man expresses the purpose of his life. Therefore, institutions differ, as the purposes of men vary.

The savage and the man of culture do not seek the same end, hence they will not employ the same means.

The institutions of the savage are those of the family, clan or tribe to which he belongs. There the child is instructed in the art of dress, in manners and language, in the rude customs of agriculture, the chase and war. This with him is life, and the history of one generation is often the history of many genera-

tions. Their ideal corresponds with their actual life; and as a necessary result, there is little or no progress.

But the other class establishes institutions which indicate the existence of new relations, and exact the performance of new duties. As man is a social being, he necessarily creates institutions of government and education corresponding to the sphere in which he is to act. If a nation desires to educate only a part of its people, its institutions are naturally exclusive: but wherever the idea of universal education has been received, the institutions of the country look to that end.

When Massachusetts was settled there were no truly popular institutions in the world, for there was really no belief in popular rights. And why should those be encouraged to think who have no right to act? But the principle, that every man is to take a part in the affairs of the community or State to which he belongs, seems to be the foundation of the doctrine, that every man should be educated to think for himself. Free schools and general education are the natural results of the principles of human equality, which distinguish the people and political systems of America.

The purposes of a people are changeable and changing, but institutions are inflexible; therefore, these latter often outlast the ideas in which they originated, or the ideas may be acting in other bodies or forms. Institutions are the visible forms of ideas, but they are only useful so far and so long as those ideas are living in the minds of men. If an institution is suffered to remain after the idea has passed away, it embarrasses rather than aids an advancing people. Such are monastic establishments in Protestant countries; such is the Church of England, as an institution of religion and government, to all classes of dissenters; such are many seminaries of learning in Europe, and some in America.

Massachusetts has had one living idea from the first,—that general intelligence is necessary to popular virtue and liberty. This idea she has expressed in various ways; the end it promises she has sought by various means. In obedience to this idea she has established Colleges, Common Schools, Grammar Schools, Academies, and at last the Normal School.

The *institution* only of the Normal School is new, the *idea* is old. The Normal system is but a better expression of an idea

partially concealed, but nevertheless to be found in the College, Grammar School, and Academy of our fathers. Nor have we accepted the institution so readily from a knowledge of its results in other countries as from its manifest fitness to meet a want here. It is not then our fortune to inaugurate a new idea, but only to clothe an old one again, so that it may more efficiently advance popular liberty, intelligence and virtue. And this is our duty to-day.

*Mr. President, Ladies and Gentlemen:*

The proprieties of this occasion would have been better observed, had His Excellency, Governor Washburn, found it convenient to deliver the address, which, at a late moment, has been assigned to me. But we are all in some degree aware of the nature and extent of his public duties, and can, therefore, appreciate the necessity which demands relief from some of them.

Massachusetts has founded four Normal Schools, and at the close of the present century she may not have established as many more, for she now satisfies the just demands of every section of her territory, and presents the benefits of this system of instruction to all her inhabitants. The building we here set apart and the school we now inaugurate to the service of learning, are to be regarded as the completion of the original plan of the State, and any future extension will depend upon the success of the Normal system as it shall appear in other years to other generations of men. But we have great faith that the Normal system, in itself and in its connections, will realize the cherished idea of our whole history; and if so, it will be extended until every school is supplied with a Normal teacher.

This, then, is an occasion of general interest; but to the city of Salem, and the county of Essex, it is specially important. Similar institutions have been long established in other parts of the State, but some compensation is now to be made to you, in the experience and improvements of the last fifteen years. Intelligent labor sheds light upon the path of the laborer, and though the direct benefits of this system have not been here enjoyed, many resulting advantages from the experience of similar institutions in other places will now enure to you.

The city of Salem, with wise forecast, anticipated these advantages, and generously contributed a sum, larger even than that

appropriated by the State itself. This bounty determined the location of the school, but determined it fortunately for all concerned.

Next to Boston, Salem is the most central point of the State; and, in this respect, no other town in the vicinity, however well situated, is a competitor. Pupils may reside at their homes in Newburyport, Lynn, Lawrence, Haverhill, Gloucester, and Lowell, or at any intermediate place, and enjoy the benefit of daily instruction within these walls. This is a great privilege for parents and pupils, and it could not have been so well secured at any other point. Here, also, pupils and teachers may avail themselves of the libraries, literary institutions, and cabinets of this ancient and prosperous town. These are no common advantages.

We are wiser and better for the presence of great numbers of books, though we may never know what they contain. We see how much perseverance and labor have accomplished, and are sensible that what has been may be equalled, if not excelled. In great libraries, we realize how the works of the ambitious are neglected, and their names forgotten, while we cannot fail to be impressed with the value of the truth, that the only labor which brings a certain reward is that performed under a sense of duty.

Salem is itself the intelligent and refined centre of an intelligent and prosperous population, and we may venture so far, in just eulogy, as to attribute to it the united advantages of city and country, without a large share of the privations of the one, or the vices of the other. Of the four Normal Schools, this is unquestionably the most fortunate in its position and surroundings. We therefore ask for the concurrence of the public in the judgment which has established it in this city. If it shall be the fortune of the Government to assemble a body of instructors qualified for their stations, there will then remain no reason why these accommodations and advantages cannot be fully enjoyed.

The Normal School differs from all other seminaries of learning, and only because it is an auxiliary to the Common Schools can it be deemed their inferior in importance. The Academy and College take young men from the district and high schools and furnish them with additional aids for the business of life; but the Normal School is truly the helper of the Common Schools. It receives its pupils from them, fits these pupils for

teachers, and sends them back to superintend where a few months before they were scholars. The Normal Schools are sustained by the Common Schools, and these latter, in return, draw their best nutriment from the former. This institution stands with the Common School; it is as truly popular, as really democratic in a just sense, and its claim for support rests upon the same foundation.

In Massachusetts we have abandoned the idea, never, I think, general, that instruction in the art of teaching is unnecessary.

The Normal School is, with us, a necessity; for it furnishes that tuition which neither the Common School, Academy, nor College can. These institutions were once better adapted to this service than now. There has been a continual increase of academic studies, until it has become necessary to establish institutions for special purposes; and of these, the Normal School is one. Its object is definite. The *true* Normal School instructs only in the art of teaching, and, in this respect, it must be confessed we have failed, sadly failed, to realize the ideal of the system. It is not a substitute for the Common School, Academy, or College, though many pupils, and in some degree the public, have been inclined thus to treat it. There should be no instruction in the departments of learning, high or low, except what is incidental to the main business of the institution; yet some have gone so far in the wrong course as to suggest, that not only the common branches should be studied, but that tuition should be given in the languages and the higher mathematics. A little reflection will satisfy us how great a departure this would be from the just idea of the Normal School. Yet circumstances, rather than public sentiment, have compelled the government to depart in practice, though never in theory, from the true system.

It so happens, that much time is occupied in instruction in those branches which ought to be thoroughly mastered by the pupil before he enters the Normal School,—that is, before he begins to acquire the art of teaching what he has not himself learned.

Such is the state of our schools that we are obliged to accept as pupils those who are not qualified, in a literary point of view, for the post of teachers. By sending better teachers into the public schools, you will effectually aid in the removal of this difficulty. The Normal School is then no substitute for the High

School, Academy or College. Nor do we ask for any sympathy or aid which properly belongs to those institutions. He is no friend of education, in its proper signification, who patronizes some one institution, and neglects all others. We have no seminaries of learning which can be considered useless, and he only is a true friend who aids and encourages any and all as he has opportunity. What is popularly known as learning, is to be acquired in the Common School, High School, Academy and College as heretofore. The Normal School does not profess to give instruction in reading and arithmetic, but to teach the art of teaching reading and arithmetic. So of all the elementary branches. But as the art of teaching a subject cannot be acquired without at the same time acquiring a better knowledge of the subject itself, the pupil will always leave the Normal School better grounded than ever before in the elements and principles of learning. It is not, however, to be expected that complete success will be realized here more than elsewhere; yet it is well to elevate the standard of admission from time to time, so that a larger part of the exercises may be devoted to the main purpose of the institution. The struggle should be perpetual, and in the right direction. First, elevate your Common Schools, so that the education there may be a sufficient basis for a course of training here. If the Normal School and the Public Schools shall each and all do their duty, candidates for admission will be so well qualified in the branches required, that the art of teaching will be the only art taught here. When this is the case, the time of attendance will be diminished, and a much larger number of persons may be annually qualified for the station of teachers.

Next, let the committees and others interested in education make special efforts to fill the chairs of your hall with young women of promise who are likely to devote themselves to the profession. It is, however, impossible for human wisdom to guard against one fate that happens to all, or nearly all, the female graduates of our Normal Schools. But this remark is not made publicly, lest some anxious ones avail themselves of your bounty as a means to an end not contemplated by the State.

The house you have erected is not so much dedicated to the school as to the public; the institution here set up is not so much for the benefit of the young women who may become pupils as for the benefit of the public which they represent. The



appeal is therefore to the public to furnish such pupils, in number and character, that this institution may soon and successfully enter upon the work for which it is properly designed.

But the character and value of this school depend on the quality of its teachers more than on all things else. They should be thoroughly instructed, not only in the branches taught, but in the art of teaching them.

The teacher ought to have attained much that the pupil is yet to learn; if he has not, he cannot utter words of encouragement, nor estimate the chances of success. It is not enough to know what is contained in the text book; the pupil should know that at least; the teacher should know a great deal more. A person is not qualified for the office of teacher when he has mastered a book, and has, in fact, no right to instruct others until he has mastered the subject.

Text books help us a little on the road of learning; but by and by, whatever our pursuit or profession, we leave them behind, or else content ourselves with a subordinate position. Practical men have made book-farmers the subject of ridicule; and there is some propriety in this; for he is not a master in his profession who has not got, as a general thing, out of and beyond the books which treat of it.

Books are necessary in the school room, but the good teacher has little use for them in his own hands, or as aids in his own proper work. He should be instructed in his subject, aside from and above the arbitrary rules of authors; and he will be, if he is himself inspired with a love of learning. *Inspired with a love of learning!* Whoever is, is sure of success; and whoever is not, has the best possible security for the failure of his plans. There cannot be a good school where the love of learning in teacher and pupil is wanting; and there cannot be a bad one where this spirit has control. As the master, so is the disciple; as the teacher, so is the pupil; for the spirit of the teacher will be communicated to the scholars. There must also be habits of industry and system in study. We have multitudes of scholars who study occasionally, and study hard; but we need a race of students who will devote themselves habitually, and with love, to literature and science.

On the teachers, then, is the chief responsibility, whether the young women who go out from this institution are well quali-

fied for their profession or not. The study of technicalities is drudgery of the worst sort to the mere pupil, but the scholar looks upon it as a preparation for a wide and noble exercise of his intellectual powers—as a key to unlock the mysteries of learning. It is the business of the teacher to lighten the labors of to-day by bright visions of to-morrow.

There is a school in medicine, whose chief claim is, that it invites and prepares Nature to act in the removal of disease.

We pass no judgment upon this claim; but he is, no doubt, the best teacher who does little for his pupils, while he incites and encourages them to do much for themselves. Extensive knowledge will enable the teacher to do this.

He is a poor instructor of mathematics who sees only the dry details of rules, tables and problems, and never ascends to the contemplation of those supreme wonders of the universe which mathematical astronomy has laid open. The grammar of a language is defined to be the art of reading and writing that language with propriety. The study of its elements is dry and uninteresting, and while the teacher dwells with care upon the merits of the text, he should also lift the veil from that which is hidden, and lead his pupils to appreciate those riches of learning which the knowledge of a language may confer upon the student.

It is useful to know the division of the globe into continents and oceans, islands and lakes, mountains and rivers—and this knowledge the text books contain; but it is a higher learning to understand the effect of this division upon climate, soil, and natural productions—upon the character and pursuits of the human race. Books are so improved, that they may very well take the place of poor, or even ordinary, teachers.

Explanations and illustrations are numerous and appropriate, and very little remains for the mere text book teacher to do. But when the duties of teacher, and the exercises of the school room, are properly performed, the entire range of science, business, literature and art, is presented to the student. May it be your fortune to see education thus elevated here, and then will the same spirit be infused into the public schools of the vicinity.

The Massachusetts system of education is a noble tribute to freedom of thought. The power of educating a people, which is, in fine, the chief power in a State, has been often, if not usu-

ally, perverted to the support of favored opinions in religion and government. The boasted system of Prussia is only a prop and ally of the existing order of things. In France, Napoleon makes the Press, which has become in civilized countries an educator of the people, the mere instrument of his will. Tyrants do not hesitate to pervert schools and the press, learning and literature, to the support of tyranny. But with us, the press and the school are free; and this freedom, denied through fear in other countries, is the best evidence of the stability of our institutions. It is now a hundred years since an attempt was made in Massachusetts to exercise legal censorship over the press; but we occasionally hear of movements to make the public schools of America subservient to sect or party. The success of these movements would be as great a calamity as can ever befall a free people. Ignorance would take the place of learning, and slavery would usurp the domain of liberty.

No defence, excuse, or palliation can be offered for such movements; and their triumph will surely produce all the evils which it is possible for an enlightened people to endure. Our system of instruction is what it professes to be,—a public system. As sects or parties, we have no claim whatever upon it. A man is not taxed because he is of a particular faith in religion, or party in politics; he is not taxed because he is the father of a family, or excused because he is not; but he contributes to the cause of education because he is a citizen, and has an interest in that general intelligence which decides questions of faith and practice as they arise. It is for the interest of all, that all shall be educated for the various pursuits and duties of the time. The education of children is no doubt first an individual duty. It is the duty of the parent, the duty of the friend; but, above all, it is the duty of the public. This duty arises from the relations of men in every civilized state, but in a popular government it becomes a necessity. The people are the source of power—the sovereign; and is it more important in a monarchy than in a republic that the ruler be intelligent, virtuous, and in all respects qualified for his duties?

The institution here set up is an essential part of our system of public instruction, and, as such, it claims the public favor, sympathy, and support.

This is a period of excitement in all the affairs and relations

of men, and America is fast becoming the central point of these activities. They are, no doubt, associated with many blessings, but they may also be attended by great evils. We claim for our country preëminence in education; this may be just, but it is also true that Americans, more than any other people, need to be better educated than they are. Where else is the field of statesmanship so large, or the necessity for able statesmen so great?

With the single exception of Great Britain, there is no nation whose relations are such as to require a union in rulers of the rarest practical abilities, with accurate, sound and varied learning, and there is no nation whose people are so critical in the tests they apply to their public agents. We need men thoroughly educated in all the departments of learning; to which ought to be added, travel in foreign countries and an intimate acquaintance with every part of our own. Such men we have had—such men we have now; but they will be more and more important as we advance in numbers, territory, and power. A corresponding culture is necessary in theology, in law, and in all the pursuits of industry.

No other nation has so great a destiny. That destiny is manifest, and may be read in the heart and purpose of the people. They seek new territories, an increase of population, the prosperity of commerce, of all the arts of industry, and preëminence in virtue, learning and intellectual power. And all this they can attain; for the destiny of a people, within the limits prescribed by reason, is determined by themselves. If, however, by conquest, annexation and absorption, we acquire new territories, and strange races and nations of men, and yet neglect education, every step will but increase our burdens and perils, and hasten our decay.



## BOARD OF EDUCATION.

ON ACCOUNT OF APPROPRIATION FOR SUPPORT OF NORMAL SCHOOLS.			
1854.			
Jan. 2,	To Sundry Payments for Normal School at WESTFIELD—		
	D. S. Rowe, Salary, Principal, . . . . .	\$275 00	
	Assistants' Salaries, . . . . .	225 00	
	Writing-Master, . . . . .	40 00	
		\$540 00	
Mch. 31,	D. S. Rowe's Salary, . . . . .	275 00	
	Assistants' Salaries, . . . . .	225 00	
	Writing-Master, . . . . .	40 00	
	Copperplate Engraving of School-house, . . . . .	38 00	
	Books and Advertising, . . . . .	20 00	
		598 00	
June 28,	Salaries of Teachers, . . . . .	525 00	
	Writing-Master, . . . . .	40 00	
		565 00	
June 28,	Paid E. Davis, for Repairs on School-house,		
Sept. 11,	May 4th, . . . . .	175 00	
	Paid E. Davis, for same, . . . . .	60 00	
	Paid E. Davis, for same, . . . . .	265 00	
		500 00	
Oct. 7,	Salary of Principal, W. H. Wells, . . . . .	375 00	
	Writing-Master, . . . . .	275 00	
	Books for Library, . . . . .	40 00	
	Repairs, . . . . .	50 00	
	Coal, . . . . .	26 35	
		91 13	
		857 48	
		\$3,060 48	
Jan. 4,	To Sundry Payments for Normal School at FRAMINGHAM, including part of term at WEST NEWTON—		
	E. S. Stearns, Principal, Salary, . . . . .	375 00	
	Assistants' Salaries, . . . . .	266 67	
	Coal at West Newton, . . . . .	13 25	
	Expense of Removing to Framingham, . . . . .	21 98	
	J. S. Woods, Bill of Coal, . . . . .	164 45	
		841 35	

## ON ACCOUNT OF APPROPRIATION FOR SUPPORT OF NORMAL SCHOOLS.

1853.			
Dec. 14,	By Balance of this Appropriation in hands of Treasurer, on settlement of his last Account, Dec. 14, 1853, . . . . .	\$433 55	
Jan. 4,	By Amount received of Treasurer of Commonwealth, on account of this Appropriation, . . . . .	2,000 00	
Mch. 24,	By Amount received of Treasurer of Commonwealth, on account of this Appropriation, . . . . .	2,000 00	
May 8,	By Amount received of Treasurer of Commonwealth, on account of Appropriation for Repairs of Normal School-house at Westfield, . . . . .	500 00	
June 28,	By Amount received of Treasurer of Commonwealth, on account of this Appropriation, . . . . .	2,000 00	
Oct. 1,	By Amount received of Treasurer of Commonwealth, on account of this Appropriation, . . . . .	2,500 00	

# TREASURER'S REPORT.

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Mch. 20,	Paid for Insurance, People's Ins. Company,	34 00	
	Paid for Insurance, Manufacturers' and Farmers' Co.,	34 00	
	Paid for Coal,	60 24	
	Paid for taking care of house, making fires, &c.,	58 00	186 24
April 5,	Salary of E. Stearns, Principal,	375 00	
	Salaries of Assistants,	200 00	575 00
July —,	Salary of E. Stearns, Principal,	375 00	
	Salaries of Assistants,	275 00	
	Contingent Expenses,	123 60	773 60
Oct. 7,	Salary of E. Stearns, Principal,	375 00	
	Salaries of Assistants,	266 67	
	Brummet's Bill, services,	11 00	
	Moulton's Bill, carting, &c.,	13 00	
	Stone's Bill, hanging blinds,	1 00	
	Numbers for Doors,	4 28	670 95
			3,047 14
Jan. 5,	To Sundry Payments for Normal School at BRIDGEWATER—		
	Salary of M. Conant, Principal,	375 00	
	Salary of A. G. Boyden, from Oct. 1 to Nov. 8,	109 89	
	Salary of E. M. Hewett,	125 00	
	Miss Wyman's Salary, Nov. 30 '53, to Jan. 1, '54,	39 68	
	Incidental Expenses, &c.,	116 12	756 69
April 3,	Salary of Principal,	375 00	
	Salary of E. C. Hewett, Assistant,	175 00	
	Salary of S. M. Wyman,	87 50	
	Salary of A. G. Boyden,	8 24	
	Incidental Expenses,	24 87	670 61
July —,	Salary of Principal,	375 00	
	Salary of E. C. Hewett, Assistant,	175 00	
	Salary of J. Lincoln, Jr., Assistant,	87 50	
	Incidental Expenses,	49 53	
	Insurance,	33 75	720 78
			2,148 08
	Carried over,		\$8,255 70

Carried over, . . . \$9,433 55

815.16





### TREASURER'S REPORT.

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ON ACCOUNT OF APPROPRIATION FOR ERECTING STATE NORMAL SCHOOL-HOUSE IN FRAMINGHAM.

[illegible]

Dr. THE BOARD OF EDUCATION, in account with THOMAS KINNICUTT, Treasurer—Continued. Cr.

ON ACCOUNT OF APPROPRIATION IN AID OF PUPILS ATTENDING STATE NORMAL SCHOOLS.

1853.	1853.	1853.	1853.
Dec. 23,	To this Sum, remitted E. S. Stearns, for Pupils attending Framingham School, . . . . .	\$48 00	By Balance in Treasurer's hands, December 14, 1854, by his account, rendered at that date, for this Appropriation, . . .
1854.			
March 3,	E. Otheman, for Bridgewater School, . . . . .	102 00	Received of Treasurer of Commonwealth, on account of this Appropriation, . . .
" 6,	E. Davis, for Westfield School, . . . . .	322 00	
" 20,	E. S. Stearns, for Framingham School, . . . . .	105 00	
May 31,	M. Conant, for Bridgewater School, . . . . .	87 50	
July 3,	E. Davis, for Westfield School, . . . . .	256 00	
" 24,	E. S. Stearns, for Framingham School, . . . . .	105 00	
Oct. 22,	Ed. Otheman, for Bridgewater School, . . . . .	70 00	
Nov. 13,	E. Davis, for Westfield School, on account of this Appropriation, . . . . .	449 00	Received of Treasurer of Commonwealth, on account of this Appropriation, . . .
		185 50	
		<u>\$1,730.00</u>	
			<u>\$1,730 00</u>

ON ACCOUNT OF THE TODD FUND.

1854.	1853.	1853.	1853.
Jan. 7,	To paid for Instruction in Music, at Westfield School, . . . . .	\$16 70	By Balance in hands of Treasurer, on account of this Fund, December 14, 1853, as per his account, rendered at that date, . . .
Feb. 18,	Chickering & Sons' Bill, for Piano for Framingham School, . . . . .	186 00	
Mch. 31,	Instruction in Music, Westfield, . . . . .	40 00	
April 25,	A. Guyot, Lectures on Geography, . . . . .	200 00	
" 25,	L. Agassiz, Natural Philosophy, . . . . .	150 00	
June 28,	Instruction in Music, Westfield, . . . . .	35 00	
Aug. 23,	H. Krusi, Instruction in Drawing, at Framingham School, . . . . .	50 00	
Sept. 2,	O. Collister, for Instruction in Music, Framingham, . . . . .	60 00	
Oct. 7,	Instruction in Music, Westfield, . . . . .	40 00	
Nov. 16,	L. P. Thatcher, Instruction in Music, at Bridgewater, two terms, . . . . .	100 00	
	B. F. Baker, for Instruction in Music, Bridgewater, . . . . .	50 00	
	Balance in hands of Treasurer, on account of this Fund, . . . . .	129 03	By Amount received of Treasurer of Commonwealth, on account of Income of this Fund, . . . . .
		<u>\$1,056 73</u>	
			<u>\$1,056 73</u>

Dr.

## RECAPITULATION.

Cr.

To Balance due the Treasurer, on account of Appropriation for support of Normal Schools, as per account above stated, .	\$256 09	By Balance in hands of Treasurer, on account of Appropriation for erecting Normal School-house at Framingham, . . .	\$730 49
General Balance in hands of Treasurer, at date of rendering this account, Dec. 13, 1854, . . . . .	788 93	By Balance in hands of Treasurer, on account of Appropriation in aid of Pupils attending State Normal Schools, . . . .	185 50
		By Balance in hands of Treasurer, on account of the Todd Fund, . . . . .	129 03
	<u>\$1,045 02</u>		<u>\$1,045 02</u>

E. E.

December 13, 1854.

THOS. KINNICUTT, *Treasurer.*

The above account has been examined, and is found to be correctly cast and properly vouched.

E. DAVIS, }  
ISAAC DAVIS, } *Auditing Committee.*

*Boston, December 13, 1854.*

## TREASURER'S REPORT.



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EIGHTEENTH ANNUAL REPORT

OF THE

SECRETARY

OF THE

BOARD OF EDUCATION.

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## TO THE BOARD OF EDUCATION.

GENTLEMEN:—

The Annual Report of the current year is the eighteenth of the series, and the sixth submitted by the present secretary. The time which has elapsed since the retirement of my predecessor is sufficiently long to justify a review, and is diversified by a sufficient variety of results to furnish the means of instructive comparison. When a State modifies, from time to time, its system of education, to adapt it to existing circumstances, and to bring it into closer connection with the advancing spirit of the age, it cannot but be useful to inquire, at frequent intervals, into the effect of such modifications, to observe the tendencies of the system as a whole, and to form a conception of the results to which it will ultimately lead.

Among the conclusions which may be drawn from such a survey, the most obvious is that, during this period, a great advance has been made in our means of education. A vast work of preparation had already been performed; the defects of the old mechanical method of conducting the schools had been clearly pointed out; the improvements demanded by the progress of society had been indicated; and incipient measures had been taken, with much forethought and care, to effect the necessary changes. But it required time for these views to gain currency among the people; for the legislation of the State to be modified and conformed to them; and for all the parts of an organized plan of operations to come to maturity.

The period, therefore, of the last six years cannot be contemplated by itself, for it derives its importance from what immediately preceded it. We are, indeed, living in a new era of the history of education in the State; but that era was introduced when a board was created by law, to take in charge the interests of the common schools. It is true that nearly every thing valuable in

our system of education existed, in principle, from the beginning, and that an historical development has been constantly going on ever since, in that sure and quiet way which the laws of Nature prescribe. But, at the time above referred to as forming an epoch, the elements of progress had long been accumulating in society, and only waited for a proper organ, which should combine them, and give them direction to spring forth with fresh energy. So soon as the public mind came to feel the influence of the Board of Education, all those measures were originated which were necessary to give to the public schools the full benefit of modern improvements. During the first twelve years of the existence of the Board, the foundations of what is new in our system of popular education were all laid. During the period which has followed, though not many new measures have been introduced, those that were already introduced have been carried out on a much larger scale. It has been a period of growth, rather than of invention; of the application of principles, rather than of discovery. The theory of education had already been amply discussed. What was now most needed, seemed to be practical improvement, carried into all the towns and districts of the Commonwealth. Among the people, this interval has been one of dispassionate reflection. There has been a careful sifting of the theoretical views and arguments advanced in previous discussions, a close inspection of the operation of different principles and methods, till at length the public mind has settled down upon certain doctrines or maxims, which are now acted upon with singular unanimity.

Until towards the beginning of the period above specified, there were serious differences of opinion, and corresponding diversities of action, on the subject of religious instruction in the schools. Though the views which are now generally entertained on this point did, on the whole, prevail at that time, there were many excellent men of different religious persuasions in all parts of the Commonwealth, who, believing in the absolute necessity of having the foundation of all education laid in religion, and not seeing how this could be done in common, where there were so many different religious sects, were inclined to the opinion that our system of public schools must be abandoned, or, at least, be allowed but a bare existence, and that schools, having a distinctive religious character, should be established independently



of the government. Of these, a part advocated a strictly ecclesiastical system of parochial schools, and a part a freer class of schools, supported and controlled somewhat after the manner of our colleges, academies, and private schools.

Over against these stood an opposite class, who took an entirely different view of education. According to them, the schools had nothing to do with religion. They came necessarily under the care of the State, because a free government could not exist without them; but the government could not give them a religious character, because, according to their theory, it was itself established only for civil purposes, and, having no religious character of its own, could authorize no form of religion for the schools. The zeal of the advocates of this theory went so far, that, in the regulations established by some school committees, even prayer was prohibited in the schools. Time, by giving opportunity for sober reflection and more careful observation, has done much towards correcting both these extreme views. The one class have become satisfied that nothing but public schools, vigorously supported, will prevent an alarming growth of the uneducated classes; that the children of emigrants, now swarming in our cities and manufacturing towns, will, unless brought into our public schools, soon form a dangerous part of our population; and that, while we are separating our children from each other in their education, in order to train them according to our several creeds, the very foundations of society will be rendered insecure, by the fearful amount of brute force that will be accumulating around us, breathing the spirit of riot and misrule.

The other class have come to see that a government cannot long perpetuate itself by means of mere secular education; that the increase of intellectual power, without moral principles to give it a right direction, may be used to forge weapons for the more speedy overthrow of our institutions; that what is most needed in our country, at the present time, is a race of men of thorough-going and unbending integrity, such as can be found only where the law of God has been instilled into the mind as the rule of right; and that a reverence for divine things and for the Supreme Being, breathed by the conscientious teacher into the hearts of the young, especially of those who receive no such lessons at home, is indispensable for the preservation of social order among men.

Considerations of this nature have done much to unite the great bulk of the community on the common ground of a Christian but unsectarian education for all the children of the Commonwealth. It has been found, upon experiment, that religion can be introduced into the schools without polemical theology; that the Christian temper and spirit can be exhibited and inculcated without stirring the bitter waters of strife; and that instruction in religion and religious doctrines can be added to any extent, at home or elsewhere, through some one or more of the numerous provisions which are made for all who desire that instruction. Whatever metaphysical difficulties may encompass the subject in the minds of any, men are pretty well united on the practical question of maintaining our system of free schools as it is, neither surrendering its principle nor relaxing its vigor, and encouraging the conscientious teacher in the use of all proper means necessary to fulfil the provision of the law which requires "the principles of piety" to be taught in the schools. Those who would deprive the teacher of so powerful a means of moral discipline as the Bible, find little sympathy among the descendants of the Pilgrims.

Though the people of Massachusetts were never indifferent to the subject of education, a new and unexampled impulse was given to the public mind, on this subject, by the labors of the first secretary. Still there were, notwithstanding all his exertions, large sections of the State, including more than one half of its entire territory, which remained substantially as they had been for a long time before. They barely paid a decent attention, as was then supposed, to the subject of education. Their school terms were most frequently short; the teachers were generally changed every term; the school-houses were ill constructed, and often in a state of dilapidation; and the quality of the instruction given in them was such as might be expected from persons who generally followed other occupations, but, in certain seasons of the year, could be hired for the pittance usually paid for such service.

In towns of this character, there were here and there individuals who were informed of what was done in other places for education, who read what was published on the subject by the Board of Education and by others, and were persuaded that the influence of such views would be most salutary in those favored

spots where they could meet with a general response from the people; and, perhaps, hoped the day would come when they themselves should share in these benefits. But such individuals were so far in advance of the rest of the community, that, when they made an earnest effort to improve the public schools, they were commonly met with a repulse, which effectually warned them against repeating the attempt. Thus, the most enlightened and ardent friends of education were often alienated in their feelings from the people among whom they lived, and, despairing of the present, waited for a better day to dawn. In the mean time, they abandoned the public schools, which were nearest their hearts, and gave their influence and support to private schools, to which, in principle, they were strongly opposed.

At a later period, some other individuals, whose attention had been drawn to the subject, full of ardor and hope, would endeavor, in their turn, to effect a reform, only to experience, after all their anxiety and toil, a similar defeat. No one knows, if he has not witnessed such scenes, how many fruitless endeavors, what strifes and jealousies, have, in many of our towns, preceded almost every decisive step taken in the improvement of the schools. After repeated individual attempts and failures, concerted action among the friends of education is, perhaps, agreed on; and, in due time, a measure is proposed in town meeting, and is upon the point of being adopted, when up starts a party leader, and gives the signal, with a word or two about the "rights of the people" and "economy," and a vote is immediately taken, with a general shout of "No!" which ends the matter for that year. It is not until ignorance and sophistry are argued completely down, so that no demagogue, with his incantations, can marshal them again with horrid front, that old abuses can be redressed, and that a new and energetic course of action can be introduced, securing to all, to the children of the poor as well as of the rich, the blessings of a good education.

But when the battle has been fairly fought out, and the victory won, the change is irrevocable. Spectres will not make their appearance after the day has once dawned. All that has here been said is matter of veritable history. The early friends of the Massachusetts movement in education have not yet forgotten it. Of these struggles, enough remains in some few parts of the State to render intelligible descriptions given of a previous con-

dition of things, somewhat as certain living animals, in some parts of the world, serve to illustrate the fossil remains of former geological periods. But, in general, a great change has come over the Commonwealth in this respect, which is attributable to a variety of causes. The seed sown at a previous period is producing its harvest now. The ideas which then belonged to the few, are now the property of the many. The smaller number, with the right on their side, have proved stronger, in the end, than the greater number without it. But, after making due allowance for all these and similar considerations, the principal cause, if not of the change itself, at least of the rapidity with which it has been effected, is to be sought in the policy of the Board, in carrying their own views, and those of the Legislature, to the very doors of the people, by the living voice of men appointed specially for the purpose. By their recommendation, legislative provision was made, by means of which the Secretary was aided temporarily by ten individuals, who visited, simultaneously, different parts of the State; and then by two distinguished gentlemen of legislative experience, who went through the State, addressing large assemblies of the people, as interpreters of the legislative will, expounding the great principles of our noble system of education, and inviting the citizens of every town to unite with the government in giving general currency and efficiency to that system. These gentlemen, having accomplished the peculiar service for which they were appointed, were followed by others, appointed for a different purpose, who, in the character of visitors of schools and advisers with school committees, have continued to the present time to render important service, as guides, in the practical details of education. The effect of a plan of operations so carefully laid, and so well executed, has been most gratifying. Watchful observers have not failed to perceive that to it we are mainly indebted for the newly awakened interest and activity manifested in places that were slumbering in indifference and inactivity but a few years ago, and for that general tide of enlightened sentiment on education which is now seen flowing over nearly every portion of the Commonwealth. But few towns remain so far unaffected as not to begin, at least, to participate in the progressive movement. Certainly more has been accomplished during this short period towards bringing the mass of the people throughout the State to a just

appreciation of the inestimable value of a high order of public schools, than the most sanguine dared to hope.

The number of well-qualified teachers in the common district schools, at the commencement of the period under review, was comparatively small. In the cities, and a few of the larger towns, where a sound public sentiment was first formed, and means for commanding the services of men of talents could most easily be provided, were to be found many teachers of ability and skill. And yet, in these places, examples were not wanting of men appointed to these offices, in that earlier period, when teaching in the public schools was looked upon as a menial service; when men of more or less of education, who were deficient in the tact necessary to success in other professions, were regarded as destined to be school-masters. A degree of indulgence was not unfrequently shown to such men, allowing them to retain their places quite as long as the public interests required.

That state of things has now gone by. Our cities have made the office of teacher highly respectable, and even the compensation somewhat adequate. Having gone thus far, they do not hesitate to remove men of inferior qualifications, and to substitute, in their places, men of marked reputation in their profession. The stranger who now visits the public schools in these places finds himself in the society of teachers of various culture, who, beyond the range of their professional knowledge and experience, have an acquaintance with men and with books, which would enable them to grace any of the ordinary stations occupied by men of liberal studies. By some of them, an appointment to a college professorship would be regarded as no promotion. The influence of this standing of the leading men of the profession upon the respectability of the office itself, and upon the whole body of teachers engaged in its duties, can escape the observation of no one. Indeed, few bodies of men appear with more honor before the public than the assembled teachers of the Commonwealth, or the American Institute of Instruction.

In most of the country towns, the operation of these new ideas, in respect to the responsible nature of the teacher's office, was much slower, and the obstacles that prevented their immediate application were much greater. Even if the voice of the people had called for a better class of teachers, and the money for an

adequate remuneration of their services could have been raised by popular vote, they did not exist in sufficient numbers to supply the demand. The Normal schools, though they did all that could be reasonably expected towards supplying the deficiency, could contribute but a small quota, compared with the whole number required. They were themselves passing through a probationary existence. The impatience of the public did not, at first, allow of a careful selection of well-qualified pupils, or of a protracted or even consecutive course of study, so that many necessarily passed from these schools who were but slightly tintured with their spirit. The only cause of wonder is, that with so little encouragement and support, and so many obstacles to contend with, they yet succeeded so well. In the course of a few years, the successive classes which had emanated from them constituted a body that began to make itself felt. Many of them, although the period during which they received instruction was brief, acquired ideas which afterwards germinated in their minds, and had a vigorous growth. They were soon supported in their influence by new accessions from a class of teachers who had pursued their professional studies under more favorable auspices. Meanwhile, they attracted the attention of school committees, who sought their services, and generally mentioned them with commendation in their reports. All these pupils from the Normal schools, scattered over a wide territory, carried with them a spirit of improvement, which sometimes, indeed, led to a little jealousy, but more frequently to friendly intercourse with other teachers, and resulted in impregnating the minds of the latter with new and important principles in the art of teaching. There is now no part of the State where the teachers, whether they have attended the Normal schools or not, are beyond the sphere of their influence. Not a few, by means of intercourse with graduates from the Normal schools, by reading the best books on education, and by continual efforts to improve in their own practice by the suggestions they may receive, have become well versed in their art, and are valuable auxiliaries to those who lead in the work of introducing improved methods of instruction.

This fact suggests a view of the public utility of Normal schools that is too often overlooked. Men are apt to estimate their importance solely according to the number of teachers educated in them, as compared with the number of those employed

in the schools, without such preparation. It is not duly considered that they introduce a new standard of professional excellence, and that the influence of such a standard has a potency which affects the character of every school in the Commonwealth. It may be doubted whether the indirect influence exerted upon the whole body of teachers, in this way, is not even more important to the State at large than the direct influence resulting simply from instructions given by their pupils.

The reformation aimed at by the Normal schools, and thoroughly effected only by them, was extended over a wider surface, though with less permanent benefit, by the Teachers' Institutes. At first, they revealed an astonishing degree of ignorance and incompetency in the teachers of the less favored parts of the State. Before the principles of the art of teaching could be discussed in them with much advantage, a preparatory work of elementary instruction was to be performed. At first, therefore, they had, more or less, the character of itinerant schools, in which, for a period of ten days, instruction was formally given in those branches of study pursued in the common schools. The specimens of instruction given were conformed, in great measure, to that given in the Normal schools; and the lectures delivered often set forth the advantages of the modes of teaching there practised. Thus, the Teachers' Institutes were a reflection of the Normal schools themselves, holding the same relation to them that the periodical press does to books. Many teachers, who never saw a Normal school, caught some little idea of what was accomplished there, and made the best use of it they could; while others were induced, by what they saw and heard, to resort thither, to begin anew the work of preparation for the duties of their calling.

The Teachers' Institutes have undergone such modifications as experience has suggested; but their aim is, and always has been, to disseminate, as widely and as effectually as possible, sound principles in the art of teaching, not only among teachers themselves, but among all who take any part in the advancement of education.

Not bound to any uniform method, except what the nature of the mind and the nature of each subject require, they nevertheless harmonize with the Normal schools in essential principles,

by an affinity such as is natural to independent, but congenial, minds.

The same may be said of a third organ of the Board, the visiting agents, a part of whose duties it is to suggest to teachers, in their own schools, the best manner of instructing classes. With such a comprehensive plan of operations carried on without intermission, in every quarter of the State, all aiming directly at the improvement of the teachers of the public schools, it would be strange, indeed, if we did not observe a more rapid progress than in places where no such means are employed. And yet what has thus far been accomplished is small, compared with what remains to be done. Present appearances, however, justify the belief, that a day has dawned upon the teachers of our public schools, which will pour increasing light for a long time to come, and that what we now enjoy is but the first fruits of a greater harvest yet to be reaped. Happy will our Commonwealth be, if she can ever look upon her children, and see them all under the care of competent teachers, encouraged by her own bounty.

Former reports have made us familiar with the complaints of School Committees, in regard to the embarrassments experienced by them, in attempting to act jointly with Prudential Committees in procuring teachers. The practice to which so much objection has been made, has, nevertheless, until quite recently, been nearly universal. The exceptions were mostly limited to the cities, and a few towns, that had not been districted. The former secretary directed the attention of the people to the evils of this system, but was met with the formidable objection, that to withhold from the Prudential Committees the power to contract with teachers, would deprive the people of their rights; just as if the taxes for the support of schools were levied upon districts, and not upon towns, and as if such a public trust, distributed among numerous irresponsible agents, not one of them holding himself responsible in case of failure, were more likely to be faithfully executed than if given to one competent and responsible committee, appointed by the same power as that by which the money for schools is raised. The subject was not dismissed, but received more and more attention every successive year, till at length a body of detailed and explicit testimony was drawn out from nearly two-thirds of the School Committees of the State,



which, with most people of intelligence, has put the question forever at rest. The consequence is, that, in every successive year from that time, the system has been abandoned by a larger and larger number of towns.

Even where the old system is still retained, it has, in many instances, undergone important modifications in practice. In some towns, the Prudential Committees begin their work by taking the advice of the superintending committee, in respect to the selection of suitable candidates. In other towns, the committees meet, at the same time and place, for the examination of candidates, and act in concert, a measure well adapted to prevent mischief in case of the rejection of any candidate. And in general, Prudential Committees, where they have any concern in the appointment of teachers, have come to entertain a juster sense of the responsibility of their office, and are constrained by the force of public sentiment to exercise more care than they have been wont to do in selecting and presenting candidates for examination. Still the teachers, procured in this way, are generally much inferior to those chosen by the School Committee.

Of the towns which have placed the appointment of teachers entirely in the hands of the superintending committee, a very considerable number have proceeded still further, and dropped the former mode of dividing the schools according to districts, and placed the whole matter of their organization and distribution in the hands of the School Committee. This change has already been made in about sixty towns in the Commonwealth; and the subject is now, more than ever before, engaging the attention of other towns, so that the year to come is likely to show greater results than any preceding year. The perceptible improvement of the schools in those places which have made such a change, is an argument before which nothing can stand, and which is now acting upon the minds of the people at large with silent but irresistible power. The clear intelligence, steadiness and sobriety, with which the people are beginning to pursue their object, as contrasted with the adventurous and uncertain efforts in the same direction in former years, is one of the many pleasing indications that the days of turmoil and confusion, in settling great questions of school policy, are passing away, and that a wise regard for the interests of posterity is becoming more and more controlling in the management of this branch of our public in-

terests. It is hardly too much to say, that, under the guidance of such lofty sentiments, all the towns of the State will, within a short period, be found adopting that policy in the management of their public schools which experience shows to be best.

The example thus far set by Massachusetts has been followed by several other States, one of which has gone even further, and abolished by law all its districts; just as another, taking advantage of the proposition made in our Legislature for dividing the school committees into three parts, and appointing each part successively for a period of three years, has actually anticipated us in adopting the measure.

The gradual abandonment of the district system, as here stated, results, in no small degree, from its connection with another measure, which has been regarded by the people with great favor, namely, the gradation of the schools. The districts are known to stand directly in the way of this improvement, and are receiving judgment accordingly.

It is not until somewhat recently that a subject so important, so fundamental, as that of establishing schools of different grades for pupils of different ages, has received much consideration from those who alone have the power to make the change. Distinguished men had written on the subject, and those who had studied the philosophy of education were generally agreed in respect to it. But it was known chiefly as a theory, passing in only a few instances, except in cities, from the closet to the school room. By degrees, the results of these few experiments became known. Measures were taken to communicate them to the people, the majority of whom were still without any definite information on the subject. From this time, a course of action commenced in those towns which were favorably situated for trying the experiment, and has been followed up with increasing vigor ever since. Wherever a dense population has been found, as in the numerous villages in many of our country towns, the attempt has been made to divide the younger pupils from the older, and to place them in separate schools. If the existence of school districts has, in many instances, prevented entire success, the principle is, nevertheless, fully established; and there is now no longer doubt which of the two must yield—the districts, or graded schools. If a large and compact school district should, in any extreme case, instead of availing itself of the advantages of

its position, be so blind to its own interests as to make a subdivision into two or more districts, it would be generally regarded as thereby fixing a blot upon its character for intelligence and public spirit.

What particularly distinguishes the present state of education amongst us, from that of former times, is the existence of so many free High Schools. Until quite recently, such schools were found only in a few large towns. The idea of a free education did not generally extend beyond that given in the common district school. All higher education was supposed to be a privilege which each individual should purchase at his own expense. For this class of persons, academies were founded by different bodies of men, to which the State sometimes made liberal donations. For want of good public schools, numerous select schools were opened by individuals, and crowded with pupils, which, at the present time, could not be sustained. It is true, a law existed, requiring towns of 4,000 inhabitants, or 500 families, to maintain what are now termed Latin and English high schools. But how many such actually existed in the year 1848? Scarcely more than a dozen in all. When the rapid increase of our population brought many other towns within the conditions of the law, that rendered the maintenance of a high school obligatory upon them, objections were urged against the law itself, and strong efforts were made to induce the Legislature to repeal it. It appeared, in the course of time, that much of the opposition came from persons who were interested in academies or private schools, and who were very naturally in favor of the former policy of bestowing State patronage upon such institutions. There were also petitions for the repeal of the law from a few towns whose territorial extent, or peculiar form, rendered it impossible to have a high school in any one point that should be conveniently accessible to all. But the great idea of providing by law for the education of the people in a higher grade of public schools prevailed; and the Legislature decided, at successive trials, not only to retain the law requiring the support of high schools, but to appropriate no more of the public lands, or of the proceeds of the school fund, for the support of schools that were not free to all. The State proceeded deliberately and firmly to bring that higher education, which is intermediate between the district school and the college, more under the control of law, and not to exempt any

town, having the requisite population, from the obligation to maintain a high school. It even went further, and authorized smaller towns to levy a tax for the maintenance of this class of schools. Meanwhile, the reasonable objections made to the law, by towns of peculiar form or extent, were duly regarded, and modifications were introduced to relieve them from their embarrassment, so far as the interests of education would allow. Since that time, all opposition has ceased, and the law has been allowed to go into effect. The results have been most happy. High schools have sprung up rapidly in all parts of the Commonwealth, within the last six years, making the number about eighty.

Nor is that which is gained in the wider distribution of the privileges of a higher education counterpoised by any deterioration of its quality. We have the testimony of gentlemen connected with the colleges, that from the time they began to receive students from these recently established high schools, the classes coming under their care have been actually improved; that the young men brought forward in these schools have generally manifested superior energy of mind and of will; and that even in those cases where their knowledge of Latin and Greek was found less accurate than that of other students, the reverse of which was generally true, they still possessed a greater amount of general knowledge and various culture, and constituted, on the whole, a better class of students.

The effect of this order of schools, in developing the intellect of the Commonwealth, in opening channels of free communication between all the more flourishing towns of the State, and the colleges or schools of science, is just beginning to be observed. They discover the treasures of native intellect that lie hidden among the people; make young men of superior minds conscious of their powers; bring those, who are by nature destined to public service, to institutions suited to foster their talents; give a new impulse to the colleges, not only by swelling the number of their students, but by raising the standard of excellence in them; and, finally, give to the public, with all the advantages of education, men who otherwise might have remained in obscurity, or have acted their part, struggling with embarrassments and difficulties.

Another effect of this liberal policy, in regard to the public schools, is, that it gives the schools themselves a place in the esti-

mation of the people which they never held before. We need not go back many years to find a prejudice against the public schools, and in favor of academies and private schools. The latter were regarded as more respectable; and many families gave their money, and sent their children to them, as being designed for a more select class. Now the case is reversed. There are no better schools in the Commonwealth than some of our public high schools, and to these families of the highest character now prefer to send their children. This makes our schools common in the best sense of the word, common to all classes, nurseries for a truly republican feeling, public sanctuaries, where the children of the Commonwealth fraternally meet, and where the spirit of caste and of party can find no admittance.

Before passing from the topic of high schools, one more point remains to be noticed. The colleges are the natural outlet of the high schools; and as the State had no free colleges, it created scholarships with the double purpose of answering this end, and of educating, at the same time, a superior class of young men for the office of teacher in the high schools. The law establishing such scholarships went into effect during the past year—a measure admirably adapted to infuse new life into our whole system of education, and to connect the public schools more closely with the colleges, and the colleges more closely with the State.

But the most tangible evidence of progress is found in the fact, that the public schools have been sustained with increased liberality. As the sums appropriated for their support are derived from voluntary taxation, and as, in most cases, they much exceed the amount required by law, they conclusively show the estimation in which the people hold the common school system. The amount raised by tax, for the support of schools, the past year, was larger than in any former year by nearly \$50,000, not withstanding there had been a similar increase the year previous.

The aggregate amount of all that was raised by tax in the cities and towns of the Commonwealth, for the school year 1852-3, was \$963,631, which was an increase of \$53,415 above that of the previous year. The aggregate for 1853-4 was \$1,013,472—an increase of \$49,841 in one year, and of \$103,256 in two years.

The amount raised by tax for the school year 1843-4 was

only \$548,470, making an increase of \$465,002, or 85 per cent. in ten years, nearly twice as much as the increase of the seven years previous to the last six, or that of the first nine years after returns were required to be made to the Board of Education.

The sum raised by tax for 1843-4 was an average to each person of the whole population, according to the census of 1840, of 74 cents; while the sum raised for 1853-4 was an average to each person of the population, according to the census of 1850, of \$1.02, an advance of 28 cents to every individual in the State, whether child or adult. This last comparison could not be made for a period less than ten years, on account of its relations to the census; nor could it be extended to the number of children between the ages of five and fifteen, because there has been a change in respect to the age of children, for whom money is drawn from the income of the school fund.

Returns have been made this year of the amount expended, in 1853, in erecting and repairing school-houses, or in providing school-rooms; also of the estimated value of school-houses. The results obtained are given below by counties:—

<i>Counties.</i>	<i>Amount expended in 1853.</i>	<i>Value of School-houses.</i>
Suffolk,	\$98,100 51	\$1,417,550 00
Essex,	26,461 70	462,074 00
Middlesex,	74,920 06	867,490 10
Worcester,	55,898 34	494,842 00
Hampshire,	1,870 30	77,750 00
Hampden,	11,556 50	142,405 00
Franklin,	7,117 50	69,900 00
Berkshire,	7,406 00	88,565 37
Norfolk,	37,290 48	401,740 00
Bristol,	32,547 00	263,784 50
Plymouth,	30,634 03	167,921 29
Barnstable,	16,601 31	99,335 00
Dukes,	1,110 00	12,800 00
Nantucket,	1,096 10	10,300 00
	<hr/> \$402,609 90	<hr/> \$4,576,457 26

This shows an amount expended for school-houses, in 1853, more than double the estimated amount for the year 1848, (\$197,787,) and an amount of property in school-houses previously built nearly double that for 1848, (\$2,552,213.)

The amount of money expended in the State for the erection of school-houses, since 1848, is approximately ascertained to be about \$2,030,000.

The foregoing aggregate does not include the cost of buildings used by academies and private schools, nor those used by the State Normal Schools and the State Reform School, which must be very large, though of the former class we have no accurate account, or even estimates.

The object of the preceding returns and estimates is to obtain the nearest practicable approximation to the true amount which is paid annually in the Commonwealth to sustain popular education, exclusive of that given in collegiate institutions and professional schools. But besides the cost of providing teachers, fuel and edifices for the schools, there are other items of expense to be taken into account, as the cost of school-books, apparatus, supervision of schools, &c. The account, then, according to the best data within our knowledge, stands thus:—

Sum raised by tax in the several cities and towns, . . .	\$1,013,472 00
Voluntary contributions, . . . . .	38,061 00
Income of Local Funds appropriated for schools, . . . .	42,805 00
Income of State School Fund distributed to towns and cities, .	46,908 00
Amount paid for tuition in academies and private schools, .	329,612 00
Annual expenditure for erecting, repairing and furnishing school-houses, . . . . .	402,609 00
Interest of money vested in school-houses used by the public schools, . . . . .	274,587 00
Estimated interest of money vested in school-houses used by other schools, for which no rent is paid, not less than . .	12,000 00
Estimated annual cost of school-books used in the public schools, at the rate of 25 cents for each pupil, . . . . .	50,000 00
Estimated annual cost of the supervision of the public schools, and of the apparatus and furniture used in them, not less than	18,500 00
Estimated annual cost of books used in private schools, not less than . . . . .	25,000 00
Expenses of the Normal schools, of the Board of Education, its officers and agents, of Teachers' Institutes, about . . .	30,000 00
Total annual expenditure, . . . . .	\$2,283,554 00

Large as is the above aggregate, it is probably too low, rather than too high.

The number of public schools in the Commonwealth, for the school year 1848-9, was 3,749; that of male teachers, 2,426; that of female teachers, 5,737; and the average wages of male teachers was \$34.02 per month; and that of female teachers, \$14.19. In 1853-4, the number of public schools was 4,163; that of male teachers, 2,214; that of female teachers, 7,063; and the average wages of male teachers, \$37.76 per month; and that

of female teachers, \$15.88. This shows an increase of 414 in the number of schools in six years; a decrease of 212 in the number of male teachers; an increase of 1,326 female teachers; and an increase of \$3.74 per month, in the wages of male teachers, and of \$1.67 in the wages of female teachers. Every item is an indication of progress; but the most remarkable circumstance is, that, while the number of schools has increased, and that of teachers still more, the addition to the latter is exclusively of females, while the number of male teachers is actually diminished. As the number of teachers has increased proportionably more than the number of schools, it follows that a greater number of teachers are employed in the same schools than formerly. If we consider that, where large schools have not been divided, assistant teachers, mostly females, have been introduced to take charge of a limited number of pupils, and that the great majority of other female teachers are in the primary schools, and that, notwithstanding all this, the average amount of their wages has increased, the result cannot appear otherwise than highly favorable. The wages of those female teachers who are in the higher schools have increased in a vastly greater proportion.

The ratio of the average attendance to the whole number of pupils in the public schools is represented in the following table:

Year.	Mean average attendance.	Whole No. of pupils.	Ratio of the former to the latter, expressed in decimals.
1848-9	134,734	182,685	.73+
1849-50	139,212	185,373	.75+
1850-1	142,493	189,963	.75+
1851-2	144,477	192,467	.75+
1852-3	148,099	194,551	.76+
1853-4	147,751	193,037	.77—

The number of pupils under five years of age in 1848-9, when the census was first taken after the new form, was 17,782; in 1853-4, it was 16,093; showing a diminution of 1,685, which is certainly progress in the right direction, if the public schools are not to be made nurseries. The number of pupils over fifteen years of age, in 1848-9, was 18,028; while in 1853-4 it was 21,609, making an increase of 3,581; clearly showing the high estimation in which the public schools are held for advanced pupils.

In 1848-9, the number of pupils in academies and private



schools reported was 36,447, while in 1853-4 it was but 21,464 — a diminution of 14,983. It must not, however, be supposed that the number of pupils in academies and private schools is so much deducted from the attendance on the public schools; for no inconsiderable proportion of the former come from other States, there being, in some instances, more than a hundred such in single schools.

In 1847-8 there were 77 towns and cities that raised by tax \$3.00 or more for every child between the ages of four and sixteen years; in 1848-9 there were 89 towns and cities that did the same. In 1849-50 there were 162 that raised that sum, or more, (which is twice the amount required by law, as a condition of receiving a share of the income of the school fund,) for every child between the ages of five and fifteen years; in 1850-51 there were 173; in 1851-2 there were 180; in 1852-3 there were 209; and in 1853-4 there were 225, or more than two-thirds of the towns and cities of the State. This shows an increase of 12 such towns and cities the first year; of 73 the second year, when the basis of calculation was changed, as indicated above; and for the remaining four years respectively, 11, 7, 29, and 16.

The appropriations made by the State Legislature for the encouragement of education, during the same period, have kept pace with the liberality of the cities and towns. The amount appropriated for the support of the State Normal Schools, in 1848, was \$6,000; now it is \$12,000; the amount authorized to be expended for Teachers' Institutes was \$2,500; now it is \$4,250; the salary of the secretary was \$1,500, the sum of \$500 being added by private munificence; that additional sum has since been assumed by the State. Assistance was rendered to the secretary, by services performed in the office of the Secretary of State, no office having been provided for the Secretary of the Board; now there is a State department of education, with an office in the State-house, and a clerk, (who is also assistant librarian,) and two agents of the Board. The school fund was limited to one million of dollars; now the limit is placed at two millions. It has been actually raised to \$1,500,000 by the transfer of funds, whereas it amounted to but \$848,267.09 at the end of the year 1848. The Legislature has furthermore supplied every town in the Commonwealth with a copy of Barnard's School Architecture; authorized the Secretary of the Board to furnish each dis-

strict and other public school in the Commonwealth, except primary schools, with a copy of Webster's Unabridged Quarto Dictionary, or Worcester's Octavo Dictionary, at the option of the School Committee of each town, at an expense of nearly \$13,000; appropriated \$1,000 annually for each Normal School, in aid of attendants who need such assistance; and \$300 annually, for five years, to the Massachusetts Teachers' Association; besides establishing forty-eight State Scholarships in the colleges of the State.

Teachers' Institutes were first held in the State, under direction of the Secretary of the Board of Education, in 1845. The State, however, as such, did nothing for the support of them. The same individual, whose private bounty was so often bestowed for the promotion of common school education, placed \$1,000 at the disposal of the secretary, which was applied by him to pay the expenses of board for persons who attended the Institutes. Four were held this year. In 1846, provision was made by the State for holding Institutes, the appropriation being limited to \$2,500 annually, and the expense of each Institute to \$200. Six are known to have been held during this year, four in 1847, and five in 1848. It is mentioned in the Report of the Board, for the year 1846, that a praiseworthy liberality was shown by the citizens of Lee, in furnishing board to teachers attending the Institute for one dollar per week. That spirit of liberality steadily increased, so that in 1848, in some instances certainly, the board of female teachers was furnished gratuitously by the citizens. At present, it is the uniform practice to furnish it gratuitously to all members, both male and female. The number in attendance at those early Institutes is not accurately known. It would seem, however, from some facts, that they usually varied, after the first year, from fifty to about one hundred and ten. In 1849, 6 were held, numbering in all 455 members, or an average attendance of 76 for each Institute; in 1850 there were 12, with 1,750 members, and an average attendance of 146; in 1851 there were also 12, with 1,435 members, and an average attendance of 120; in 1852, 15, with 2,445 members, and an average attendance of 163; in 1853 there were 12, with 1,492 members, and an average attendance of 124; in 1854 there have been 13, with 1,555 members, and an average attendance of 119. Two years ago, it was found that the attendance was so large that small towns could not well accommodate them; and, that

they might not be deprived of the benefit of the Institutes, the number has been reduced, as has been seen above.\*

If, instead of comparing our system of education with what it has been, we were to compare it with what it should be, it would appear that, with all our progress, so far from being sufficiently advanced, we are hardly mid-way in our career of improvement. It would be unjust to ourselves, if, after drawing all the flattering conclusions we may from a view of the past, we should stop short of those which point out deficiencies to be remedied in the future. If the one class of considerations addresses us in the language of encouragement, the other utters a voice of solemn warning. The increase of our population, by a constant stream of emigration from Europe, renders it necessary for many towns and cities to make the most strenuous efforts to provide additional schools for the children of foreign parentage. There is reason to believe that such towns and cities make all the provision necessary to accommodate the pupils of this class who come to their schools. But a difficulty is sometimes experienced in the attempt to bring them all into the public schools. There is a disproportion between the increase of the number of children in the Commonwealth, between the ages of five and fifteen, and the increase of the number of children who attend the public schools. If we compare the attendance in the winter, which is larger than that in the summer, with the number of children between the ages of five and fifteen, for the last five years, which

\* The towns and cities in which Teachers' Institutes have been held are the following, so far as has been ascertained, there being no record of those held in 1846-8, viz.: in 1845, Pittsfield, Fitchburg, Bridgewater and Chatham; in 1846, New Salem, Grafton, Lee, Andover, Harwich and Taunton; in 1847, Quincy, Concord, Charlemont and Great Barrington; in 1848, Edgartown, Athol, Adams, Springfield and Sunderland; in 1849, Barnstable, (Hyannis,) Attleborough, Hubbardston, Greenfield, Groton and Sandwich; in 1850, Sterling, Medway, Brewster, Plymouth, Framingham, Pepperell, Lenox, Fitchburg, Milford, Hadley, Falmouth and Monson; in 1851, Royalston, Pittsfield, Lawrence, Ware, Blackstone, Attleborough, Petersham, Newton, Stoughton, Southbridge, Northborough and Barnstable; in 1852, Leominster, Woburn, Sheffield, Deerfield, Wrentham, Holliston, North Brookfield, Fall River, Amherst, Chicopee, Worcester, Lowell, Cambridge, Roxbury, Boston and Charlestown; in 1853, Lunenburg, Oxford, Templeton, Middleborough, Haverhill, Natick, Millbury, Conway, Orleans, Malden, New Bedford and Nantucket; in 1854, Salem, Pittsfield, Newburyport, Hopkinton, Worcester, Lancaster, Athol, Mansfield, Lee, Barre, Randolph, Franklin and Roxbury; ninety in all.

is as far back as this new form of the census extends, they will stand as follows, viz. :—

<i>Year.</i>	<i>Attendance.</i>	<i>Children between five and fifteen.</i>
1849-50	194,403	193,232
1850-1	199,429	196,536
1851-2	199,183	202,880
1852-3	202,081	204,705
1853-4	199,447	206,625

—making the former greater, by 1,171, at the beginning of the period, and less, by 7,178, at the end. This difference cannot be owing to the number of children who attend private schools, for that number has been constantly diminishing.

It is probably not disconnected with the efforts that have been made of late, by those who profess no sympathy with our system of public instruction, to embarrass its friends, because they will not consent to exclude the Bible from the schools. But when it is seen that the object aimed at in all these movements—namely, the establishment of sectarian schools under the patronage of the State—is entirely discarded by the people, this opposition, it is hoped, will cease, and the children that have been withdrawn from the schools will return to acquire that education, and those habits and tastes, which alone can fit them to be good citizens of this free republic.

The supervision of schools is a subject which must sooner or later engage the attention of the Legislature. While the duties of School Committees have, for many years, been growing both more arduous and more numerous, little has been done for their relief, either by authorizing them to devolve upon one of their number the chief responsibility, or by the appointment of superintendents. One of the most ruinous practices, and one of the most common, is the change of the School Committees almost every year.

Some means, it is to be hoped, will be devised, to check the progress of an evil which so infuses itself into the life-blood of the schools. It is like breaking the chain of electric influence, just after leaving the battery, and commencing its circle. The power of effecting great good is surrendered at the very moment when it is at its maximum. If the School Committee could be divided into two or three portions, each of which should be successively chosen for a longer period than one year, there would

be an overlapping of one part upon the other, which would give continuity, and supply the means of transmitting from year to year whatever of excellence has once been introduced by the diligent toils of wise and skilful men. In the incessant changes which follow each other in some of the towns, it frequently happens that persons are put into the office who have no particular knowledge of the school laws, who have never studied our improved system of education, and who know little, perhaps nothing, of the present condition and wants of the schools placed under their charge. Even if they have all the necessary ability and energy to inform themselves on these subjects, by the time they have done so they will probably retire, and give place to others. But it very often happens that men are appointed to this office without any particular reference to their qualifications. The political or religious party to which one belongs, or one's social relations, are frequently primary considerations in the nomination of candidates. Sometimes, as a matter of compromise, all the clergy are chosen, whether fit or unfit for the office; sometimes they are all proscribed. It has been credibly stated, that one person has been appointed during the past year who can neither read nor write. Even where the best men for the office are elected, the duties devolved upon them are so onerous, and require such an amount of time, that the faithful discharge of them is hardly compatible with the other engrossing engagements which such men are generally sure to have. To this, many School Committees have given testimony in their official reports.

Meanwhile, the superintendence of the schools is growing more and more difficult. The introduction of schools of a higher grade renders the arrangement of the courses of study a much more delicate and laborious task. The visitation of these schools, if performed with becoming skill and care, is no trifling undertaking. In proportion to the high character of the schools, is the importance of finding and employing the best teachers. To do this successfully, requires not only a knowledge of the art of teaching, but an extensive acquaintance with teachers. A vigilant eye is to be kept upon school-books, in order to make a judicious selection; upon the tactics of book agents, who generally outwit committees, and, either with or without their consent, crowd their ware into the schools; upon the morals of the schools,

which are sometimes in great danger of being corrupted through vile prints and books, without the knowledge either of teacher or parents. If one were called upon to name the weakest point in our system of education, as it now operates, he would not hesitate to say, it is in the supervision of the schools. And yet nothing can be more important. The visiting agents go into the schools of one town, and find every convenience in the houses; neatness and order among the pupils; skilful teaching, refined manners, and good morals; and in those of another near by it they find slovenliness, disorder, coarseness, vulgarity, and marks of obscenity on the very walls of the buildings. If the same committee who superintend the schools in the one case were to be put in charge of them in the other, they would soon change the whole face of things. Strange that so many towns, after having made liberal appropriations for schools, should allow the end they have in view to be defeated for want of supervision. And yet so it is, and so it will continue to be, till some further provision is made for securing the better execution of this important trust.

The law prescribing the duties of School Committees, in the examination of teachers, is ill adapted to the present state of things. It evidently contemplates mainly teachers of the district schools, who change their places almost with every term. Many teachers at the present day are employed in annual schools for several successive years. The law is understood to require that these be examined anew every year. There are not only incongruities, but often serious evils, growing out of the practice of committees under this law. Not a few teachers in the grammar schools and in the high schools, who have continued without change for many years in the same school, have been obliged to appear frequently for examination before their former pupils, who had grown to be men, and been placed on the School Committee. The ludicrousness of the transaction is not its worst feature. The examination, which, when made, is a farce, is frequently wholly omitted. Indeed, the examinations of such teachers is generally so conducted as to bring the law itself into discredit, and to defeat its main object. It is important that teachers be once thoroughly examined, and that the examination be repeated at suitable periods afterwards. Otherwise, teachers may be retained long after they have ceased to keep up with the progress of the times.

Nothing could be more unjust or more foreign to our purpose than to speak disparagingly of the School Committees as a body. It is to them that we are to look for some of the most intelligent, as well as most faithful and laborious, friends of the common schools. Still there is great danger that many of them will make too light a matter of the examination of teachers. With some it is but little more than a mere form. Especially is this the case with many new committees, who are not conversant with such matters, who are even surprised at their own appointment, and yet feel obliged, from peculiar circumstances, to serve in this capacity as well as they can.

It is an unwelcome duty to add, that such sad mistakes are sometimes made in the choice of School Committees that it is really quite too humiliating for an accomplished teacher to appear before them for examination. Whether from a want of judgment, or from incapacity, or from an overweening love of exercising authority, they sometimes proceed most singularly in examining teachers. The standards by which persons of this class judge of a teacher's qualifications are as various as the phases of the moon. In some cases, a series of puzzles is brought forward, as if for the express purpose of embarrassing a teacher. In others, the most frivolous and irrelevant questions are proposed. Applicants for primary schools have been examined in Latin and the higher mathematics. One may have a crotchet in his head about grammar, which is taught in none of the schools, and which a candidate must know, or seem to adopt, in order to procure a certificate of approbation. If a record were kept of all the oddities that are exhibited in the questions of some few of the rarer specimens of examiners, it would make an amusing chapter, equalled, it must be confessed, only by the answers which are sometimes given by the other party.

In the foregoing statement, so much of the business of the department during the past year has been anticipated that little remains to be added. The services of the agents of the Board have been highly satisfactory. Within the last year, Mr. Leach has travelled in the State more than fourteen thousand miles, and visited nearly five hundred schools, spending from one to five hours in each, in pointing out defective modes of instruction, and in illustrating those that are most approved. Great demand upon his time has been made by School Committees and by

committees appointed to erect school-houses. The information and advice sought of the agents by the former are increasing every year, just in proportion as the work of superintending the schools is becoming more momentous. The amount of money annually expended in erecting school-houses is so great as to render it highly important that those costly structures embrace all the modern improvements in school architecture, both in regard to convenience and style. More than thirty such have during the year been built, either wholly or in part, after plans suggested by Mr. Leach. Since the commencement of his agency, he has visited every town in the Commonwealth but eight, and more than half of these two or three times. A more particular account of his labors is deemed unnecessary at this time, since it would not vary materially from that given at length last year.

Mr. Richard Edwards, Jr., was employed as agent the greater part of the year. In his report he says:—

“I entered upon the duties of that office on the 14th November, 1853. On the 1st September, 1854, I was detailed to act as Principal, for the time being, of the Normal School in the city of Salem.

“It was thought best, at the beginning of my work, that, for a short time, I should accompany Mr. Leach in some of his visits, for the purpose of acquiring some practical knowledge of the details of our common employment that might be of use to me afterwards. Accordingly, I spent about one week in visiting the schools in Dorchester with that gentleman, very much to my own profit.

“My time has been mostly spent in the counties of Essex and Plymouth, in portions of Norfolk, Middlesex and Worcester, and in the southern part of Berkshire. During the nine and a half months of my service as agent, I visited 245 schools in 71 different towns; addressed 31 educational meetings, including five meetings of County Associations of Teachers, two town meetings, one school exhibition, the dedication of one school-house, and one Fourth of July school celebration, and attended as one of the instructors at three of the State Institutes. Several of the towns which I visited had received no attention from the Board for several years, and in some towns it was represented



to me that no agent had ever been seen within their borders. But, owing to the frequent change of school officers in the towns, their impressions on these points are not always accurate.

“Of course many serious deficiencies are found to exist in many of the schools. Modes of teaching are employed entirely unfit for the purpose intended; and it is very seldom that the wants of the pupil's mind are at all regarded, or even known. In many schools the evil exists of allowing the pupil to recite from memory only, leaving the other mental faculties with little or no culture. But in very many of the country schools there is a worse evil,—a lower deep of unjust dealing with mind. For when the lesson of the book is thoroughly learned, the mind must derive some benefit from the exercise; but where the recitation is a mere form,—where the pupil makes a pretence of having learned the words of the book, and of reciting them,—when, in fact, he has learned nothing, and can recite nothing, in such a case, it seems to me, the benefit derived from the lesson is exceedingly slight, and the injury done, by inducing bad mental habits, is of the gravest character. And such is the teaching in some of the schools. But little interest in the school is exhibited, perhaps, on the part of the community. Children are allowed to be absent or tardy for very trifling reasons. None, or, if any, very few, seem to appreciate the importance of having a good and thorough school. If, therefore, a sound discipline, either of the mind, or in respect to deportment, is to be secured, it must be done by the personal influence and efforts of the teacher. But in such places, many persons employed as teachers have not sufficient strength of character to be able, of themselves, to infuse into the slothful and indifferent a healthy vigor and a productive activity, or to restrain the wayward and headstrong within the bounds of propriety. And even where the teacher might, with time and a proper effort, effect an improvement, it happens, not unfrequently, that either on account of his being so frequently changed he has not time, or, on account of the difficulty of the task, no inclination, to make the attempt. In view of these facts, I considered it my duty, whenever I could get the ear of the parents and voters in such a community, to discuss freely the topics here touched upon. And in such discussions, modes of teaching were often dwelt upon at considerable length, partly because it is frequently the case that any change in the

modes of instruction, introduced by a teacher, is looked upon with great jealousy by the parents of his pupils, and partly because the subject appeared to interest most audiences. The gradation of schools, the evils resulting from dividing towns into districts for school purposes, were also the themes of many evening addresses.

“Some of the subjects studied in our common schools are much better taught than others. There is no doubt that a difference should be made in the amount of time and attention bestowed upon the different studies. But an arbitrary inversion seems to have been introduced into most of the schools, by which those subjects which are most important are most neglected, and the time mainly devoted to those sciences which ought to receive the least attention. Arithmetic is studied year after year, and the recitations in it are made the test-work of the school, while the selection for reading is not considered worthy of being *studied* at all, and the pupils are only called up occasionally to perform upon it. And even in this performance, in most cases, the mere calling of the words is all that is aimed at; while the thoughts and feelings which the writer of that which is read wished to express by the words, are not examined, nor even alluded to. The result is, that the reading exercise does not reach the intellect or heart of the pupil, and he grows up totally ignorant of a multitude of things which he might have learned from his reading lessons, and without being strengthened by the discipline they were so admirably adapted to give him. For these and other reasons, I felt justified in devoting to this subject rather more time than to any other; nor do I remember a single instance of a teacher who failed to see the need of giving greater attention to it than is usually given.

“When visiting a school, it was my custom to ascertain, if possible, the most prominent defects in the teaching or discipline, and then to suggest, as well as I could, such improvements as seemed to me desirable and practicable; and it gives me great pleasure to say that in nearly every instance the teachers received my suggestions kindly and gratefully. So far as I can judge from my intercourse with committees and teachers, there appears to be an almost universal desire for a higher order of instruction, and a readiness to adopt any new measure that promises greater efficiency in the schools. And the supervision

exercised over the schools by the Board, through its agents, is admirably adapted to awaken and foster this desire for improvement. For every man in every employment is stimulated to exertion by the knowledge that his work is to be compared, by some competent authority, with that of others in the same employment. And hence it will be seen that, aside from the good accomplished by the agent through his own efforts, a strong and beneficial influence is by this plan exerted over the schools of the Commonwealth.

“But I was strongly impressed with the need of employing a larger number of persons in this capacity, and of confining each to a smaller extent of territory than he is now required to pass over. In many cases, a second or third visit to the same school, in order to see how the suggestions made at the first visit are carried out, thus enabling the visitor to prevent mistakes and misapplications on the part of the teacher, would increase the benefits derived from the agent's labors in a much more rapid ratio than it would increase the expense. For important practical truths cannot always be so clearly expressed in words as to enable the hearer to see how they are to be applied in detail. And even supposing the expression to be faultless, the probability is very great that, among four thousand teachers, a large number, either from want of attention, or from habitual inexactness in their mental operations, will fail to make the proper application. For this defect, our educational system, in its developed state, will doubtless furnish a remedy.

“I have dwelt mainly upon the unfavorable aspects of our schools, because it seemed proper that these should receive more attention than the excellences of the system.”

When Mr. Edwards was requested to take charge, temporarily, of the Normal School at Salem, it became necessary to procure another person to occupy the place vacated by him. The Board regard themselves as peculiarly fortunate in being able to engage in their service Professor Alpheus Crosby, a gentleman of high literary standing, and well known to the public both as a teacher and as a man of experience and skill in the supervision of schools. During about three months of the year he is employed as instructor in the Teachers' Institutes. His services as agent commenced

September 1, 1854. The following paragraphs are selected from his report:—

“During six weeks, I was constantly engaged in attendance upon Teachers’ Institutes, in the course of which I gave sixty-five lectures. During the rest of my time, a considerable share of my attention has been given to the State Normal Schools. I have taken part in the examinations of candidates for admission to the schools at Framingham, Salem, and Bridgewater, and have, besides, spent several days in these schools. To the school at Westfield I have made only a short visit, on which occasion I delivered a lecture to the members of the school. I have also spent four days in a visit to Providence, R. I., for the purpose of observing the State Normal School recently established there, of examining the school system of that city, and of conferring with my predecessors in the two departments of instruction assigned to me in the Institutes.

“Of the city and town schools in the Commonwealth, those of Newburyport, Worcester, Salem and Framingham, have received most largely my attention. I have attended, by special request, the examination of the High School in Woburn, and the dedication of a new and beautiful High School building in Wayland, making addresses upon both occasions, and have also visited schools in Bridgewater and Barre.”

The work performed by the two visiting agents is substantially the same, Mr. Crosby acting in those towns which are north of the range lying on the Worcester and Western Railroad, except those which are beyond the valley of the Connecticut; and Mr. Leach, the towns in the southern part of the State, and those in Berkshire county. The former, however, delivers public addresses, when desired, in any part of the State; while the latter, if occasion requires, visits committees in all parts of the State, for the purpose of advising in respect to plans of school-houses. An arrangement is also made between them, by which each may, whenever for personal or other considerations it is requested, pass into the district assigned to the other.

The number of dictionaries furnished to the Public Schools at the expense of the Commonwealth, during the year ending

December 31, 1854, according to the Resolves of May 2, 1850, is, Webster's, 30 copies; Worcester's, 0 copies; at a cost of \$120.

The whole number of copies furnished since the Resolves took effect is, Webster's Dictionary, 3,162; Worcester's Dictionary, 112; and the total expense to the Commonwealth, to January 1, 1855, is \$12,872.

*Summary of Statistics relating to the Public Schools of the Commonwealth for the past year.*

Number of towns in the Commonwealth, . . .	328
Number of towns that have made returns, . . .	326
Number of towns that made no returns, . . .	2
Number of Public Schools in the State, . . .	4,163
Increase of Public Schools for the year, . . .	50
Number of persons in the State between five and fifteen years of age, . . . . .	206,625
Increase of persons between five and fifteen years of age, . . . . .	1,920
Number of scholars, of all ages, in all the Public Schools in summer, . . . . .	186,628
Decrease for the year, of attendance in summer, . . .	394
Number of scholars, of all ages, in all the Public Schools in winter, . . . . .	199,447
Decrease, for the year, of attendance in winter, . . .	2,640
Average attendance in all the Public Schools in summer, . . . . .	141,226
Increase for the year, . . . . .	744
Average attendance in all the Public Schools in winter, . . . . .	154,277
Decrease for the year, . . . . .	1,439
Ratio of the mean average attendance upon the Public Schools, to the whole number of children between five and fifteen, expressed in decimals, . . .	.72
Number of children under five attending Public Schools, . . . . .	16,093
Decrease for the year, . . . . .	1,421
Number of persons over fifteen attending Public Schools, . . . . .	21,609
Decrease for the year, . . . . .	753

Number of teachers in summer—males, 374; females 4,172; total, . . . . .	4,546
Increase for the year of females, 47; decrease of males, 18; total increase, . . . . .	29
Number of teachers in winter—males, 1,840; females, 2,891, . . . . .	4,731
Decrease of male teachers in winter, . . . . .	131
Increase of female teachers in winter, . . . . .	178
Number of different persons employed as teachers in the Public Schools during the year—males, 1,932; females, 5,166; total, . . . . .	7,098
Increase for the year, . . . . .	23
Average length of Public Schools, seven months and sixteen days.	
Average wages of male teachers per month, including board, . . . . .	\$37 76
Average wages of female teachers per month, including board, . . . . .	15 88
Amount of money raised by taxes for the support of Public Schools, including only the wages of teachers, board, and fuel, . . . . .	1,013,472 26
Increase for the year, . . . . .	49,841 01
Amount of voluntary contributions of board, fuel and money, to maintain or prolong Public Schools, . . . . .	38,061 30
Amount of money appropriated to schools as income of local funds, . . . . .	42,806 30
Amount received by the towns and cities as their share of the income of the State School Fund, . . . . .	46,908 10
Increase from last year, . . . . .	2,840 99
Aggregate returned as expended on Public Schools, for wages, fuel and superintendence, . . . . .	1,140,132 68
Amount raised by taxes (including income of surplus revenue) for the education of each child in the State between five and fifteen—per child, . . . . .	4 96
Percentage of the valuation of 1850, appropriated for Public Schools, . . . . .	.001-71
The law requires each town and city to raise by tax at least \$1.50 per child between five and fifteen, as a condition of receiving a share of the income of the State School Fund.	

All the towns and cities returned have raised \$1.50 or more for each child between five and fifteen.	
Number of towns that have raised the sum of \$3 or more per child, between five and fifteen, . . .	225
Increase for the year, . . . . .	16
Number of High Schools supported as Public Schools by taxation,	
Number of incorporated academies returned, . . .	66
Average number of scholars, . . . . .	4,142
Aggregate paid for tuition, - . . . . .	\$85,322 90
Number of Private Schools, . . . . .	674
Estimated average attendance on Private Schools, .	17,322
Estimated amount paid for tuition in Private Schools,	\$244,290 72
Amount expended in 1853 in erecting and repairing school-houses for the use of Public Schools, .	402,609 90
Value of Public School-houses as returned by School Committees, April, 1854, . . . . .	4,576,457 26
Amount annually expended, exclusive of the support of Collegiate Institutions and Professional Schools, to promote popular education in Massachusetts, not less than . . . . .	
	\$2,283,554 00

BARNAS SEARS,  
*Secretary of the Board of Education.*

Boston, December 13, 1854.

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EXTRACTS

FROM

MR. TWISLETON'S PAMPHLET.

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# LETTER

TO THE  
HONORABLE  
MEMBERS OF THE  
LEGISLATIVE  
COUNCIL OF THE  
STATE OF NEW YORK

IN RESPONSE TO A  
RESOLUTION PASSED  
BY THE COUNCIL  
ON JANUARY 14, 1891

RELATIVE TO THE  
PROPOSED  
AMENDMENT TO THE  
CONSTITUTION

OF THE STATE OF NEW YORK

BY  
JAMES C. HARRIS

OF THE  
FIRM OF  
HARRIS, BROS. & CO.

NEW YORK

1891

## EXTRACTS

*From "Evidence as to the Religious Working of the Common Schools in the State of Massachusetts, with a Preface by the Hon. EDWARD TWISLETON, late Chief Commissioner of Poor Laws in Ireland. London: 1854."*

The following evidence was presented more than two years ago, to the Committee of the House of Commons, on the Manchester and Salford Education Bill, and was printed in the Appendix to the first volume of that Committee's Report. In consideration, however, of the small number of persons who are disposed to examine Blue Books, it is now reprinted separately, in a form more accessible to the majority of readers.

I will, at the same time, briefly explain how this evidence came into my possession, and what is its nature.

In parts of the years 1849-50, I travelled in various States of the North American Union, and I was especially struck by the high standard of intelligence and the general mental superiority which prevailed among the inhabitants of New England. In considering the causes of that superiority, it seemed impossible to account for it merely by peculiarities in race, religion, or political institutions. As to race, the main body of their ancestors were 21,200 Englishmen, (including men, women and children,) who left their mother country and settled in North America between the years 1620 and 1643. Genealogical researches seem to show that nothing material depends on the part of England from which those ancestors came. Lincolnshire, the adjoining parts of Yorkshire and Nottinghamshire, Norfolk, Suffolk, Essex, Middlesex and Devonshire, made the largest contributions; but some came from every Cathedral town, and almost every seaport; and I have been assured by Mr. James Savage, the learned and accurate President of the Massachusetts Antiquarian Society, that there is not a single English county which did not send to New England at least one emigrant. Again, religion, by itself, appeared to be an inadequate solution of the problem, inasmuch as similar religious views to those of the New Englanders have been entertained by communities on the continent of Europe, without leading to a similar intellectual superiority. Moreover, political institutions alone were clearly an insufficient explanation, inasmuch as this could not account for their collective intellectual preëminence over the other free States of the Union. Yet this preëminence, as a general fact, is undeniable, and to Englishmen presents itself forcibly in the circumstance that, with the illustrious exception of Mr. Washington Irving, every living American author, whose literary works are well known in England, is by birth a New Englander.\* It became evident, therefore, that something more distinctive than race,

\* As for example, Prescott, Sparks, Bancroft, Ticknor, Emerson, Dana, Bryant Longfellow, Hawthorne, Mrs. H. B. Stowe.

religion, or political institutions was requisite to explain the intellectual superiority by which the New Englanders are distinguished.

On reflection, various circumstances led me to connect that superiority with the system which has been in force in New England above 200 years, requiring by law every township to make provision for the education of the children within it; and when I returned to England in the summer of 1850, I frequently, in conversation, called attention to that system, and, in contrast with it, to the defective arrangements for instruction in England, as a source not only of national discredit, but likewise of comparative national weakness. I found, however, an impression generally existing that the New England system of Instruction must, of necessity, be either sectarian or irreligious; and although well aware that this impression was at variance with facts, I perceived that it was hopeless to endeavor to remove it merely by the statements of a cursory traveller.

In the autumn of 1851 I paid another visit to New England; and as it struck me that the statements, on this head, of eminent New Englanders known in England, might be interesting and instructive, I issued the accompanying printed circular of questions, which was intended to elicit information as to the effects, in a *religious* point of view, of the New England system of free schools. Want of time subsequently induced me to restrict my inquiries more immediately to the State of Massachusetts; but I received statements from some of the leading statesmen and authors of that Commonwealth, all pointing to the same conclusion, and tending to show:—

First. That the New England system of free schools is not sectarian in its tendencies;

Secondly. That it is not irreligious;

Thirdly. That, indirectly, at least, if not directly, it is religious, in the sense of being favorable to the cultivation of the religious sentiments and to the promotion of morality;

Fourthly. That by means of Sunday schools, combined with the teaching of parents at home and instruction from the pulpit in Church, the children of the free schools are, for the most part, taught the peculiar tenets of the various religious denominations to which they respectively belong.

Fifthly. That the system of free schools in New England is effective in giving instruction to the children of the poorest classes, and is deserving of approbation.

The answers will be found in the following pages, and the names of those who all bear testimony, more or less strongly, to the above-mentioned propositions, are,—

1. Hon. Daniel Webster, late Secretary of State, and Senator in Congress from Massachusetts.
2. Hon. Edward Everett, late American Minister in England.
3. Hon. George Bancroft, late American Minister in England.
4. The Right Rev. Dr. Eastburn, Protestant Bishop of Massachusetts.
5. Hon. William Appleton, late Representative of Massachusetts in Congress.
6. Hon. R. C. Winthrop, late Representative of Massachusetts in Congress.
7. Hon. F. C. Gray, late Senator of Massachusetts, and author of a work on Prison Discipline.
8. Hon. G. S. Hillard, late Senator of Massachusetts, and author of a work called "Six Months in Italy."
9. William H. Prescott, Esq., the Historian.
10. J. Sparks, Esq., President of Cambridge University, and Historian.
11. George Ticknor, Esq., author of "History of Spanish Literature."
12. Henry W. Longfellow, Esq., the Poet.

At the same time that the circular of questions was distributed, Mr. Barnas Sears, the Secretary of the Massachusetts Board of Education, was good enough to consent to be examined by me, orally, in reference to the religious element of the free schools, and to the manner in which the religious difficulties connected, or supposed to be connected, with the instruction of children of various religious denominations in one school, had been surmounted. It appeared to me that explanations on this subject would be peculiarly valuable if furnished by that gentleman, whose official position and long experience would necessarily render him conversant with all the details of the existing system; and his evidence is accordingly now published, containing such explanations.

Moreover, in 1852, in order to leave no room for doubt as to the number of the children in the free schools who likewise attend Sunday schools, I requested Mr. Sears to be so good as to furnish, if it were possible, precise statistical information on this head. No such information was then in existence, and it would have been a work of great labor and expense to obtain it for the whole Commonwealth of Massachusetts; but Mr. Sears adopted the expedient of selecting six cities or towns, which might be deemed fair representatives of the other cities and towns in the Commonwealth. The schools were visited in those six cities and towns, and it was ascertained how many of the children undergoing instruction were, at that time, in the habit of attending Sunday schools; how many had, at some time or other, previously attended Sunday schools; and how many had never attended any Sunday school. The results are given in an annexed tabular statement, which fully bears out, substantially, the evidence of the witnesses in the answers to the circular. \* \* \* \*

The evidence being thus distinct, that in the State of Massachusetts a system exists by which instruction, neither sectarian nor irreligious, is provided for all the children of the Commonwealth, of all religious denominations, it may be proper to notice an argument against its applicability to England which is current in discussions on this subject. This argument is put forward in the guise of a compliment, and is based on the assertion that, owing to their descent from the Puritans, a higher standard of religious feeling exists amongst the New Englanders than amongst the English, so that instruction from which dogmatic theology is excluded would produce disastrous effects on the latter, while it might, on the whole, prove beneficial to the former. Now, on this point it may at once be admitted that such a higher uniform standard really exists in New England, although it would be a mistake to suppose that descent from the Puritans is the only element which has tended to produce this result. For this must be partly attributed, as far, at least, as the State of Massachusetts is concerned, to the high efficiency of the clergy, in which the educational institutions of the State are, in turn, an important element. The general working of the existing system is somewhat complex, and may be stated as follows. The ministers are elected by the congregations, and their stipends are comparatively low. In consequence of the general diffusion of intelligence amongst the congregations, a thoroughly vapid preacher would have slender prospect of obtaining a livelihood by his profession, so that a certain amount of intellect becomes an essential requisite for a clergyman. At the same time, owing to the great prosperity of the State, combined with the low scale of stipends, any one with the ability required for success in the Christian ministry would probably obtain a larger income by applying it in any other profession, so that no one is tempted to enter into the ministry on account of its emoluments. Hence the system is inevitably fatal to the feeble and to the formal, to the dull and to the worldly minded; for one class of causes insures intellect, and another class of causes insures disinterestedness in the clergy. But it will be seen that in this chain of causes and

effects, the intelligence of the congregations, which mainly arises from the system of common schools, is an essential link. Admitting, however, that, from whatever cause arising, the standard of religious feeling may be uniformly higher in Massachusetts than in England, the question would still remain, whether the standard in this country is not sufficiently high to insure the provision of doctrinal religious instruction in Sunday schools for all English children. And this question may reasonably be answered in the affirmative by any one who bears in mind the keen sensitiveness concerning doctrinal instruction, and the strong religious jealousy connected with it, which exists in this country. Unintentionally, this jealousy is, at present, the main impediment to the removal of all the brutal ignorance and nearly all the brutal vice prevailing amongst certain classes of our population; but it might be converted into an instrument of usefulness, if the Legislature were to pass a law for the introduction of the New England system of common schools. \* \* \*

Having made these preliminary remarks, I may be permitted to call the attention of Englishmen, and especially of English statesmen, to the urgent interest of this subject in reference to the honor and greatness of our common country. Standing simply on the ground of universal humanity, it would be difficult to overrate its importance; and it is a palpable *under*-statement of the truth to say that he who causes two human beings to be intelligent where previously only one was so, renders far greater service to mankind than the vaunted benefactor who causes two blades of grass to grow where only one blade grew before. Such increased fertility of the earth's soil might be the consequence of an empirical discovery, and be sterile of further results; while greater richness in the soil of the mind would insure improvement, not only in agriculture, but in many other things besides,—a more enlightened sense of social obligations, and a nobler imbodiment of all that beautifies life, in perpetually widening circles of discovery, invention, and progress. But, omitting this, which ought in itself to be a sufficient motive of action to any man, it is obvious that the general intelligence of a people is a material element in the balance of power; and this is so certain, that in a conflict between any two nations, equal in all other respects, as, for example, in population, natural resources, bravery and hardihood, the ultimate triumph would reasonably be anticipated for that nation in which intelligence was most widely diffused. Now, when reference is made, at the present day, to the excellent elementary instruction which is given in schools in Germany, it has become the fashion to speak contemptuously of the result, on account of the superiority which we derive from our free press, our free institutions, and our habits of self-government; and we are requested to believe that, in this way, an Englishman who can neither read nor write is superior to the German peasant who can cheer his leisure hours with music, and enjoy the imperishable productions of genius which are embalmed in his own expressive and powerful language. But whatever portion of truth there may be in this view of the subject, in respect to Germany, it is evident that we cannot pretend to maintain the same supercilious tone concerning elementary instruction in the United States, wherein every advantage which can possibly accrue from free institutions and habits of self-government exists in at least as great a degree as in England, and where, perhaps, a larger field is opened for individual energy and enterprise. In regard to the United States, it is plain that every advance in the education of their people, unaccompanied by a similar advance amongst ourselves, distinctly adds to their relative power. For this reason, when it is known that, in the year 1852, an overwhelming \* majority of the citizens of New York decided in favor of a system of free

\* The vote was carried by 39,075 to 1,011—a majority of nearly 39 to 1.

schools in that city, the merchants, shopkeepers, and artisans of Liverpool and London, if they consulted their own interests, would never rest until they had induced the Legislature to let them introduce a similar system amongst themselves. And in like manner, when an English statesman who looks far into the future is told that this very system has within the few years been adopted, or is likely soon to be adopted, by all other free States of the Union, such a fact, combined with the continuance of our own imperfect educational arrangements, ought to suggest to him matter for reflection, less pressing, but not less profoundly important, than if he heard that Congress had passed resolutions for trebling the American Army, or for increasing their Navy by twenty large Screw Steamers of the line.

These principles, when fully stated, are so self-evident, that a prudent statesman would act on them with perfect confidence, although he did not distinctly discern the precise mode in which, at any given time, they were operating to the disadvantage of his own country. But even amongst Legislators there are some who view with distaste all general reasonings, and who, in matters of this kind, require something more specific to convince their understandings or stimulate them into action. And, unfortunately, there is ample evidence, in this case, of the specific manner in which the English people, in a point intimately connected with their national power, are exposed to detriment, in consequence of defective education. I do not allude to the great progress made by New Englanders in mechanical and manufacturing skill, manifestly as this has been promoted by their generally cultivated intelligence, and valuable as that skill must be in adding to the resources of the Union. Important information on this head is contained in the Special Reports of Mr. Wallis and Mr. Whitworth, two of the Commissioners appointed to attend the Exhibition of Industry in the City of New York, which were printed amongst the Parliamentary Papers of last Session, and which, at the time of their publication, attracted much attention and occasioned some uneasiness. There is, however, such a vast fund of inventive ingenuity in the manufacturing districts of Great Britain that there does not seem to be any real danger to the empire on this side, and every new development of constructive powers in New England or any other country should rather be cordially welcomed, as adding to the common stock of human inventions. But what I would press on the serious notice of all Englishmen is the effect which the superior education of the Americans now has, in giving an advantage to the commercial marine of the United States over our own. On this point, most painful evidence was given to the world in papers relating to the commercial marine of Great Britain, which were presented to both Houses of Parliament in 1848. It is there proved, by communications from various British Consuls,\* that American captains and seamen are now, on the whole, superior to our own, and this superiority is mainly attributed to the better education of the captains, and to the better education and stricter sobriety of the seamen. Nay, moreover, it actually appears that, at the time to which these communications refer, American ships, in consequence of that superiority, *not only obtained, almost invariably, a decided preference over British ships, but generally a higher rate of freight.* Now, when we reflect that, hitherto, enlarged experience has shown that the naval supremacy of a nation rests, eventually, on the superiority of its commercial marine, and when we further know that the tonnage of the American shipping† now very nearly equals

\* See the communications of Consul Barclay, Consul Peter, and Vice-Consul Lingham and others, from page 331 to 397 inclusive.

† The tonnage of the United States in 1852 was 4,138,440 for a free population of 19,987,573 persons. That of the British Islands in the same year was 4,424,392 for a population of 27,621,862 persons.

that of our own, it becomes unpleasantly plain to the meanest capacity that the neglect of the Legislature to provide a superior education for the mass of the people is putting in jeopardy the Naval supremacy of Great Britain.

The facts contained in these Parliamentary Papers on the commercial marine did not escape the notice of those departments of Government which received the information. The unrivalled excellence, in speed and internal accommodations, of the American Liners plying from Liverpool to Boston and New York, had long been known, as well as the circumstance that they had almost entirely driven British vessels out of competition with them; but the explanation of this result remained a mystery to all but a few observers, until a light was thrown upon it by the British Consuls in America. It is now one of the most remarkable instances on record how a nation may be directly punished, through its material interests, for the neglect of its moral duties. Many a country gentleman had gone on spending large sums of money on fox-hunting or horse-racing; perhaps, if he had loftier aims, munificently subscribing towards the building of a church, but leaving the superintendence of the Parish School to inexperienced or prejudiced hands, allowing the schoolmaster a salary one-third or one-fourth of what he would pay his butler, scoffing at the suggestion that it was insufficient if the children of the poor were merely taught to read the Bible, expressing alarm at what, if he ever heard of it, he deemed the wild idea of providing national education from local rates, but little thinking, all the while, that by his prejudices and omissions he was endangering the naval greatness of England, for which, perhaps, he would willingly have laid down his life. Now, however, the result of these omissions became palpable, and it was determined to interfere by legislation. Accordingly, in 1850, Mr. Labouchere, who had himself travelled in the United States, and who was then President of the Board of Trade, brought forward a Bill for improving the condition of Masters, Mates, and Seamen in the Merchant Service, by which examinations were established for all persons intending to be Masters or Mates of ships trading with foreign ports, and certificates of competency were instituted for every applicant reported by local examiners to have passed such examinations satisfactorily, and to have given sufficient evidence of sobriety, experience, ability, and general good conduct on shipboard. At the same time, Mr. Labouchere expressly accounted for his proposing such a measure, although no examinations or certificates of competency were required of American naval captains, by pleading the general superiority of the education which was provided for the people in the United States.\*

This Bill was passed into a law in the same Session of Parliament, and is, I have reason to believe, working satisfactorily. On the whole, it reflects special credit on Mr. Labouchere and the administration to which he belonged, on account of the courage and discrimination which they evinced in departing from the ordinary principle, that the excellence of all which has a commercial value should be left to depend on the simple operation of supply and demand. There were exceptional reasons why that principle should, in this instance, be departed from; and on this account, imputations of logical inconsistency were wisely disregarded. But still, it is impossible to avoid perceiving that this Act is merely combating symptoms of a disease, without attacking the disease itself—that it is, in fact, very far from being a thorough remedy for the evils which the Parliamentary Papers brought to light. It is to be observed that it was alleged that the English Captains were defective, not in seamanship and professional skill, but in general intelligence; and although such intelligence might be promoted by an examination which would of necessity be mainly professional, yet

\* See Appendix D.



this stimulant could not, for a moment, be compared with the general, healthy effect of being educated in such Public High Schools as exist in Boston,\* Cambridge and New York. Moreover, even if this Act of Parliament did attain its object in regard to the Captains, it does not in any way supply what was defective in the seamen, for whom no examinations were instituted, and for whom they would have been impolitic. It is to be remembered that no imputation is here made against them, any more than against the Captains, that they have declined in nautical skill; and any allegation of this kind might safely be dismissed, at once, with the same incredulity as the idea of their having, in the slightest degree, degenerated from the courage of their ancestors. Nor is it to be supposed that they have not made positive progress, during the last fifty years, in elementary instruction and in sobriety. Probably no one who has had long experience of the merchant service would hesitate to admit that, in both these respects, there has been a decided improvement within his own recollection; and it may be assumed as undisputed, that English seamen are as skilful and brave as they ever were, and at the same time better educated,† and less addicted to drink. But the really essential point is this, that, owing to judicious laws, there has sprung up on the other side of the Atlantic, in another nation, of the same blood, and speaking the same language as our own, a race of sailors who are equally skilful in their vocation, and who are, at the same time, somewhat more generally intelligent and sober than English sailors. And it is found by experience, that this difference, together with somewhat of a similar difference in the captains of the two nations respectively, tends to give a distinct advantage to their commercial marine. Now, for this inferiority in the English sailors there seems to be only one adequate remedy—and this is to take care that our own system of elementary instruction shall universally, and in every respect, be just as good as in any one of the United States. It is true that there are some counties of England from which scarcely any of the laboring classes are ever likely to go to sea; still, no one would seriously propose to make a distinction between them and the maritime counties in favor of the latter—thus girding a luminous belt of intelligence round the internal darkness of the island: and so the simple fact remains, that in order to compete with the American commercial marine, and maintain the naval supremacy of Great Britain, no resource is left but to make arrangements for insuring to every child amongst us precisely as good an education as is given to children in New England.

\* "The course of instruction should embrace the first principles of natural and mechanical philosophy, by which inventive genius and practical skill in the useful arts can be fostered; such studies as navigation, bookkeeping, surveying, botany, chemistry, and kindred studies which are directly connected with success in the varied departments of domestic and inland trade, with foreign commerce, with gardening, agriculture, the manufacturing and domestic arts; such studies as astronomy, physiology, the history of our own state and nation, the principles of our state and national constitutions, political economy, and moral science; in fine, such a course of study as is now given in more than fifty towns and cities in New England."—*Extract from a Report on Public High Schools by Mr. Barnard, Secretary of the Connecticut Board of Education.*

† Lord John Russell has noticed with just praise, as a symptom of improvement, the letters written by common soldiers and sailors from the seat of war during the present year. Many of them are in the highest degree racy, graphic, manly, and touching. Still this will be allowed to prove nothing as to the *proportion* of individuals in the navy, much less in the commercial marine, who could write such letters. As many as 30 per cent. of the men in England and Wales, who married in 1851, signed the Marriage Register with marks only.

And it is not perhaps yet too late. We can scarcely, indeed, regain the precedence which Milton once claimed for England, of teaching nations how to live. That wreath of glory, "despised and flung aside" by ourselves, has been nobly earned by the State of Massachusetts, and now blooms on the brow of this our younger brother. The depraved condition of the juvenile population in Newcastle-upon-Tyne, and in other parts of England, is rather a lurid beacon to warn nations how they ought *not* to live. Still, if comprehensive measures are adopted speedily, much may yet be done to recover some of those advantages which others have fairly won over us by stricter and more active obedience to the moral laws of God's universe. Even in Massachusetts, the schools have only reached their present point of excellence during the last twenty years; and without doubt there is still room for improvement in this, as well as the other States of New England. It is recorded by Mr. Siljeström, that, at the time of his visit to America, the education of the people in New Jersey, and likewise in Pennsylvania, with the exception of Philadelphia, was comparatively very little advanced: and although the system of Common Schools is now universally in operation in the State of New York, some time may elapse before it will be so effective there as in Massachusetts. The same remark applies to the Western States, especially as the thinness of their population and the urgent demands of labor will, for some time, be an obstacle to the full development of their intellectual resources. If, however, many successive years are allowed to pass away proportionately unimproved by England, while the Americans are perfecting their educational arrangements,—if, deterred by disgust at unscrupulous acts and writings of annexationists, and misdeeds of the Federal Government, or paralyzed by religious jealousies, or influenced by platitudes concerning the dangers of knowledge, and commonplaces respecting the supposed irreverent spirit engendered by democratic institutions, our Legislators persist much longer in their present course of comparative inaction, and commit the enormous blunder of supposing that, by a system of Parliamentary grants in aid of voluntary contributions, we shall be able to compete with a free people, of the same race, and with the same population as our own, who will maintain universally, by local rates, such schools as now exist in the State of Massachusetts,—England may suffer fatally from this delusion. In case a deplorable conflict should then arise between the two countries, sterner courage and daring indeed, or greater self-devotion, could not be evinced than would be in the cause of the United Kingdom;—that is evidently impossible;—but there would be brought into action, in the free States of America, an intense energy, a redundancy of mental power, a fertility of resources, and a faculty of adaptation to unexpected emergencies, of which those who rest satisfied with the scraps of mental food doled out to so large a portion of our own population have, at present, no conception. Change of counsels may then come too late; and a future generation may lament, in vain, the infatuated apathy of their fathers, by whom good examples were slighted, and opportunities thrown away.

## EVIDENCE.

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### ANSWERS OF MR. WEBSTER RESPECTING THE COMMON SCHOOLS OF NEW ENGLAND.

1. *Have you reason to believe that the system of instruction adopted in the common schools of New England interferes with the special religious tenets of any particular denomination of Christians?*

I believe that the system of instruction in the common schools of New England does not interfere with the special tenets of any denomination of Christians; and from the state of opinion on which that system rests, no less than from the laws that regulate it, I am persuaded that such interference, if attempted by an individual teacher, would cause him to be removed from his place. In fact, the teachers of the public schools are paid by assessments upon the property of all denominations alike; and care being taken by law that what is to be taught in the schools shall be unobjectionable to all denominations, the different denominations are equally careful to see that the law is entirely respected.

2. *Is it within your knowledge that, apart from the common schools, the children educated in them do practically receive instruction in the tenets of the religious denomination to which they respectively belong?*

I think that children in New England are, to a remarkable extent, practically instructed in the tenets of Christianity entertained by their respective families, but not in the public schools.

3. *If they do receive such instruction, what are the agencies by which it is communicated to them?*

Direct religious instruction is given to children in New England by their parents, by the clergymen, and by Sunday schools, which collect together the children of all classes and conditions in life, according to the religious tenets of their families, and which employ a great many more teachers than are employed in the week-day schools. In these Sunday schools, and also in private families, catechisms and other manuals are often used, such as conform to the religious opinions of the parents of the children. It is perhaps important to be added, that in New England, every body, or almost every body, is capable of reading, and young persons read books of religious instruction as early as they read other books. I do not know how religious instruction could be made more general or more effectual than it is in New England by these several means.

4. *In your opinion, is the system of instruction pursued in the common schools of New England indirectly favorable to the cultivation of the religious sentiments and to the promotion of morality?*

I have no doubt that the system of instruction in the free or common schools of New England promotes religious sentiments, encourages a reverence for the Scriptures, and tends always, indirectly, and sometimes directly, to the formation of a religious character in the pupils. The morals of the children are always carefully watched by their teachers.

5. *Generally, do you approve, or do you disapprove, of that system? And what are the main grounds on which your approbation or disapprobation of it is founded?*

I have been familiar with the New England system of free schools for above fifty years, and I heartily approve of it. I owe to it my own early training. In my own recollection of these schools there exists, to this moment, a fresh feeling of the sobriety of the teachers, the good order of the school, the reverence with which the Scriptures were read, and the strictness with which all moral duties were enjoined and enforced. In these schools, or it may be partly by my mother's care, I was taught the elements of letters so early that I never have been able to remember a time when I could not read the New Testament, and did not read it. Many moral tales, and instructive and well-contrived fables, always so alluring to childhood, learned by heart in these schools, are still perfectly preserved in my memory. And, in my own case, I can say, that without these early means of instruction ordained by law, and brought home to the small villages and hamlets for the use of all their children equally, I do not now see how I should have been able to become so far instructed in the elements of knowledge as to be fit for higher schools.

In my opinion, the instruction communicated in the free schools of New England has a direct effect for good on the morals of youth. It represses vicious inclinations; it inspires love of character; and it awakens honorable aspirations. In short, I have no conception of any manner in which the popular republican institutions under which we live could possibly be preserved, if early education were not freely furnished to all, by public law, in such forms that all shall gladly avail themselves of it. Although a little beside the immediate object of these inquiries, I may be permitted to add, that, in my judgment, as the present tendency of things, almost every where, is to extend popular power, the peace and well being of society require, at the same time, a corresponding extension of popular knowledge..

DANIEL WEBSTER.

11 October, 1851.

#### ANSWERS OF MR. EVERETT.

*Quest. 1.\** There is, and from the nature of the case can be, no such interference. The schools are supported by a tax laid upon the whole people of the cities and towns in which they are situated. They are under the immediate control of school committees, chosen by popular election. If any one sect, having a preponderance among the people, should attempt to exercise it by giving a sectarian character to the school

\* To avoid repetition, the questions are indicated by figures merely.—*Note of the Sec'y of the Board of Ed.*

committee, and through them to the instructors of the schools, the other sects, though in a minority, would take the alarm. In a word, it is a fundamental principle of the whole community that the schools shall not be sectarian; and what all agree in is of course sure to take place, in a popular government. A portion of Scripture is daily read in most schools, and some kind of devotional exercise generally performed by the instructor. This is done in such a manner as not to offend any serious person; and in this there is no practical difficulty, where people act in good faith; and there is no temptation to act otherwise in this respect.

*Quest. 2.* In nearly all the religious societies of New England there are (as far as I am aware) Sunday schools, taught by the young men and women of the society, under the general direction of the pastor. These schools are not charity schools for the poor, who get no instruction in the course of the week, but religious schools for all classes. The instruction is of course in conformity with the tenets of the denomination to which the school belongs. It is usually kept in the church, or in some vestry or other apartment connected with it.

*Quest. 3.* This question is answered in the reply to the second question.

*Quest. 4.* I answer this question decidedly in the affirmative. Public opinion requires of all persons connected with the schools a constant observance of all the practical duties of religion and morality. A schoolmaster decidedly failing in either, would instantly lose his place. A considerable portion, often a majority, of the school committee, are clergymen. With respect to the actual condition of individual schools, much of course must depend upon the force of character of the teacher, and upon the state of society from which the children who attend the school are gathered; but the religious and moral tendency of the system is uniformly good.

*Quest. 5.* I think our school system, in theory, perfect; in practice it varies, of course, with local circumstances. I do not know much personally of the schools, except in this neighborhood, where they are excellent.

The great merit of the system is, that it is a public provision for the education of all the children. The schools are so good that the children of the wealthy are sent to them from choice; hence there is nothing eleemosynary in their character. They are free and gratuitous, without being in reality or appearance charitable. As the burden of taxation falls on the rich, the children of the poor get a good education gratuitously, and all classes mingle together in the school-room.

This would be good, I think, in any country; in ours it is an essential part of our general social system. I send my child to the public school in Cambridge, because it is the best within my reach. If there were a private school where he would be better taught, I might think it my duty to send him to it; but I should regard this as an evil.

EDWARD EVERETT.

Cambridge, 30 September, 1851.

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#### ANSWERS OF MR. BANCROFT.

*Quest. 1.* Every New England town has inhabitants attached to different denominations of Christians; they all unite cordially in support of the common school system. Every body takes an interest in common schools: and Calvinists, and members of the Protestant Episcopal Church, and Unitarians, and Baptists, and Methodists, and Catholics, (where there are Catholics,) give them their support, and have no reason to apprehend any interference with the special religious tenets of their respective denominations.

*Quest. 2.* Children educated in Common Schools practically receive instruction in the tenets of the religious denomination to which they respectively belong, and receive it apart from the Common Schools.

*Quest. 3.* Such instruction is communicated at home, under the direction of or by their parents, at the Sunday Schools, by the respective ministers of the different denominations, and generally by such agencies as the parent, or the church of which he is a member, may adopt.

*Quest. 4.* The Common School system of instruction in New England has been of incalculable service to the promotion of morality, and makes the whole population susceptible of a higher degree of knowledge on subjects connected with religion. I could hardly use language strong enough to express my sense of the benefit done by the Common School system to the character, vigor of enterprise, morality, industry, general self-respect, love of liberty, respect for law, and attainments in religious knowledge, of the people of New England.

GEORGE BANCROFT.

#### ANSWERS OF BISHOP EASTBURN.

*Quest. 1.* As far as I know, there is no interference by any of those who have charge of them with the religious tenets or predilections of the pupils, and I do not believe that such interference is practised.

*Quests. 2. and 3.* Although in these schools the only religious instruction conveyed is that afforded through the reading of the Holy Scriptures at the opening of school, and that which is incorporated necessarily, more or less, with the studies pursued by the pupils, yet this deficiency is elsewhere made up to a very great extent, not only by the teaching of the clergy in their churches, but by the powerful instrumentality of our Sunday Schools. The pupils of these Sunday Schools, it is important to bear in mind, are not confined to the poorer classes, but consist of the children of the parishioners of our various congregations, without distinction as to their position in life.

*Quest. 4.* I think so. A general respect for religion and its institutions would be promoted by that system. It is a fact, that no one suspected of entertaining irreligious sentiments would be employed as a teacher in the Common Schools.

*Quest. 5.* Although I individually should prefer arrangements under which the tenets of my own church were directly taught in the Common Schools, yet, on the whole, I approve of the present system, because it insures the means of providing a more efficient system of instruction than could permanently be maintained for all the children of the Commonwealth in any other way.

MANTON EASTBURN,  
Bishop of Massachusetts.

#### ANSWERS OF MR. APPLETON.

*Quest. 1.* I do not believe the system adopted in our Common Schools interferes with the special religious tenets of any particular sect of Christians. Such is the zeal of our various religious denominations, that if any religious instruction, other than the reading of the Bible, was introduced by the teachers, complaint would be made, such as would compel the masters or teachers to resign their situation.

*Quest. 2.* To this question I answer in the affirmative.

*Quest. 3.* Formerly, in New England, it was generally the custom for parents, after the church service on Sunday, to instruct their children, by hearing them repeat the Lord's Prayer, the Ten Commandments, the Creed, and to read to them from the Bible and other religious works. This custom is, I am led to believe, to a great extent, discontinued; and, as a substitute, it is almost uniformly the case that the various denominations have connected with their society and place of worship Sunday Schools. But to speak more within my own particular knowledge, (I belong to the Episcopal Church, and for more than thirty years have taken an active interest in the Sunday School of our parish and others,) the children of parents the most favored as to property, those of mechanics, and those of the most humble in the community, meet together on Sundays, and are instructed according to their age and understanding. They are taught the Creed, the Lord's Prayer, and instructed in the Church Catechism, and such books as are approved by our bishops and other clergy, by religious young men and women, under the general superintendence of the rector. Children are admitted as soon as they can read, and continue until they are at a mature age, when such as are inclined are formed into Bible classes, and there remain until they are at a suitable age in their turn to become teachers.

*Quest. 4.* No teachers would be approved or continued unless of a moral and religious character. Their example would be followed to some extent by their pupils; and I cannot doubt that, the more education is advanced, the more morality is increased and vice lessened.

*Quest. 5.* Generally, I do approve of the system, believing it to be better than any other within my knowledge; and the main grounds on which my approbation is founded may be found in the foregoing replies.

W. APPLETON.

Boston, Massachusetts, 11 October, 1851.

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#### ANSWERS OF MR. WINTHROP.

*Quest. 1.* Not the slightest; on the contrary, I believe that the system of Common School instruction in Massachusetts is in perfect harmony with the express provision of our State constitution, that "all religious sects and denominations, demeaning themselves peaceably and as good citizens of the Commonwealth, shall be equally under the protection of the law, and no subordination of any one sect or denomination to another shall ever be established by law." I may add, that there is an express prohibition in our statutes of the purchase or use, in any of the town schools, of "any school books which are calculated to favor the tenets of any particular sect of Christians;" and at least one instance has occurred of a teacher being dismissed from his office for persisting in efforts to give sectarian instruction.

*Quest. 2.* It is; I speak, of course, in regard to such children as have fallen under my own observation; but what is true of them is undoubtedly true of almost all. Parents are not accustomed to look to the week-day schools for the religious instruction of their children. They look, at most, for that general religious influence which may result from the recognition of God and of his word, in the daily prayer or reading of the Scriptures with which our schools are commonly opened. To suppose, then, that the children do not practically receive instruction in the tenets of the religious denomination to which they belong, is to suppose that they are either abandoned

without any religious instruction whatever, or that their parents and pastors are indifferent to the tenets of their own denomination. Neither of these ideas could be entertained for a moment by those who know any thing of New England clergymen, or of New England fathers and mothers.

*Quest. 3.* The pulpit, the Sunday School, and the fireside. There is no lack, certainly, of doctrinal discourse and instruction in the pulpits of the Protestant Episcopal Church with which I am associated; while the catechisms of the Church, and the tenets of the Liturgy, are diligently taught in the Sunday School of the parish. It is not to be doubted that, in most families, there is a greater or less degree of attention paid to the religious education of the children. The Bible, the Prayer-book, the Hymn-book, are the familiar manuals of parental teaching, and the influences of home are thus brought in aid of the instructions of the Sunday School and the pulpit.

*Quest. 4.* In the highest degree. The mere influences of the order, the discipline, the obedience, and the "good behavior" which belong to a well-kept school, and which it is made the duty of our teachers to enforce, are, I need not say, of the utmost importance in establishing moral habits and inculcating moral principles. Indeed, were our schools to do nothing more than to supply a stated and innocent occupation to our children, keeping them from idleness, and from the temptation to mischief, of which it is the parent, for six days out of seven, their importance to the prevention of immorality and vice could hardly be overrated. It is, however, among the positive duties which our law imposes on all instructors and teachers, "to exert their best endeavors to impress on the minds of children and youth committed to their care and instruction the principles of piety and justice, and a sacred regard to truth;" and the pupils of our Normal Schools, who are afterwards to become the teachers of our Common Schools, are expressly required to be educated "in the principles of piety and morality common to all sects of Christians."

*Quest. 5.* I should find it almost as difficult to state the main grounds for my unqualified approbation of our Common School system as I should to state the reasons for cherishing the common bounties and blessings of Providence,—the light, the air, or the seasons. I cannot conceive of our getting along without them under a political system like ours. They are a vital part of our Government; they are our most efficient police; our institutions would not enable us to provide any substitute for them. But, apart from any consideration connected with the character of our Government, they seem to me the only effective means for promoting the intelligence, developing the energies, and elevating the character of a whole people. Any voluntary system of education must leave great numbers of children untaught. It may be that among these neglected children are the persons whose natural capacities would have enabled them to do most for their fellow-men, who, if their faculties could have been cultivated and developed, might have been foremost in art or science, in invention or enterprise, in literary, civil, or military pursuits. It is certain that our American Common Schools have given their earliest, and sometimes their only, education to not a few of our most distinguished men in all conditions of life. Universal education, freely offered to all, and of which all are, in a manner, constrained to partake, secures to society the benefit of all the powers which God has bestowed upon all its members, and thus gives the strongest impulse to the progress of human civilization and improvement. If New England has made rapid strides in any thing good, or great, or valuable since its settlement, I think it has been primarily owing to her Common School system.

ROBERT C. WINTHROP.

Boston, 20 October, 1851.



## ANSWERS OF MR. GRAY.

*Quest. 1.* Certainly not. The system admits the use of the Bible, without note or comment, and a simple prayer, morning and evening, which ought to contain nothing offensive to any denomination of Christians. If any thing thus offensive is introduced there or elsewhere, it is not in conformity with the system, but an abuse of it, and one which, though it may no doubt exist, must be rare, since I know no instance of it being made a matter of public discussion in the newspapers or elsewhere, though in this country every thing is so discussed on which there can be two opinions. A single instance of a marked abuse of this kind would certainly attract public attention, and even those parents of the same peculiar tenets as the teacher would join with all others in censuring him for introducing those tenets into a Common School.

*Quest. 2.* Undoubtedly they do so.

*Quest. 3.* That of domestic instruction, and that of Sunday Schools, which last have become very general of late years, and seem constantly becoming more so. In these, some of the most respectable young persons in the parish, of both sexes, who have finished their own education, but are not yet charged with the care of families, teach the children in small classes in different parts of the church.

*Quest. 4.* It is so, by affording special securities that the teachers shall be exemplary as moral and religious men. In consequence of the provision of law, that the masters shall be appointed, and the schools governed, by committees chosen by the inhabitants of the school districts themselves, and shall be supported by taxes assessed upon themselves, they of course take a lively interest in the government of the schools, and in the due application of the funds. Moreover, parents entertaining different religious sentiments are careful to see that the teacher introduces into the school no tenets adverse to their own. Watchful for these purposes, they are naturally watchful in all respects; and no one can be a teacher here who does not, under this close scrutiny, maintain an unimpeachable character for morals and piety; for no parents, whatever they may be themselves, would let any other instruct their children. It is thus favorable in many other respects; but in none, that I now think of, peculiar to it as a system.

*Quest. 5.* I do approve of it, and for these reasons among others: Because it is highly important, for the security of society, in all free countries, and most so in the freest, that the children of all sects, classes, and conditions, since they must mingle together subsequently in the conflicts of life, should, from their earliest years, be intimately associated in similar pursuits (as they are in school) on terms of perfect equality: Because I believe that religion, like almost every thing else, is best taught in a school devoted to that single object; and see no more reason why it should be taught in connection with reading, writing, arithmetic, and the other branches of a common school education, than with any accomplishment, trade, or profession; its alliance with the former having probably originated in times when even the mere rudiments of learning were taught only by ecclesiastics: Because if taught it by those who are now associated in their minds with the daily drudgery and discipline of the school-room, and whom, though young, they look on with respect, and especially if thus taught in the church and on Sunday, children will be likely to regard this study as something apart from their week-day tasks, and more sacred: Because the Sunday School teachers are themselves benefited by the lessons they give no less than their pupils are, since the best mode of acquiring a thorough knowledge of any subject, and a strong interest in it, is to teach it; and religious education, as it should begin

earlier, will thus be continued also later than any other, as it should be : Because while the use of the Bible and daily prayer, in which all may join without tasking their minds or their memories, tend to excite veneration for the Scriptures, and for the Deity thus invoked, it does not seem to me that to omit the teaching of the tenets of any one religious sect, however true, in the Common School, if they are properly taught elsewhere, has any more tendency to create indifference to them than the omission to teach them in the same schools with drawing, music, or dancing. It is only on the assumption, that they ought to be taught in Common Schools, and that children should be made to believe so, that their omission could be deemed by them, or by any body, an evidence of neglect, and thus countenance indifference ; which amounts to no more than this, that, assuming they ought to be taught, they ought not to be omitted.

F. C. GRAY.

Boston, 14 October, 1851.

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#### ANSWERS OF MR. HILLARD.

*Quest. 1.* My means of knowledge as to the results of the system of instruction adopted in the Common Schools of New England are derived exclusively from observation of the Public Schools of Boston. So far as they are concerned, I can say, with confidence, that the system does not interfere with the special religious tenets of any particular denomination of Christians. If, by chance, any such interference does happen in a particular case, it can only incidentally or indirectly, and probably unintentionally ; and even to that extent it is a perversion and abuse of the system. The teachers of the Public Schools in Boston are annually elected ; and having been for many years a member of the School Committee, I can say positively that any teacher who should manifest, by acts or words, an intention to interfere with the religious tenets of any pupil, would certainly lose his situation as soon as the fact became known to the members of the School Committee. I have no doubt that the above observations apply with equal force to the other cities and towns of New England.

*Quest. 2.* It is within my knowledge, that, apart from the Common Schools, the children educated in them do practically receive instruction in the tenets of the religious denomination to which they respectively belong. This is the general rule though there may be, and doubtless are, occasional exceptions.

*Quest. 3.* The system of Sunday Schools, which is universal in New England, is intended to give, and does give, instruction in the tenets of the various religious denominations to which the children respectively belong. These schools are not confined to the children of the poor, and do not give secular instruction. A very large number of intelligent men and women in New England are engaged as voluntary teachers in these schools, and spend much time, not only in the discharge of their duties on Sundays, but also in preparation for them. Besides these schools, I believe it is the custom, in many religious congregations in New England, for the clergyman to devote a portion of his time to the special religious instruction of the elder children, at least, of his flock. The above is, of course, exclusive of the domestic religious instruction given by heads of families to their children—a duty never neglected by religious households in New England.

*Quest. 4.* The system of instruction pursued in the Common Schools of New England is, in my opinion, indirectly favorable to the cultivation of the religious senti-

ments and to the promotion of morality. I could not believe otherwise, without believing ignorance to be the natural ally of religion and morality, a proposition which seems to me opposed alike to the wisdom and goodness of God. Whatever expands and enriches the mind, appears to me favorable rather than unfavorable to the growth of the religious sentiments and the promotion of morality. There have been many instances in the world of the combination of great powers and attainments with irreligion and immorality, but they form the exception rather than the rule.

*Quest. 5.* Our system of Public Schools is the natural growth of our soil, and the necessary complement of our system of self-government. I cannot conceive of the permanence of our institutions without a system of popular instruction. When, therefore, I am asked if I approve of the system, it is as if I were asked whether I approve of laws and magistrates, of marriage and of property. The system itself seems to me nearly perfect; but, in its practical application, much will depend upon the character of the teachers themselves, and many degrees of excellence will be the result. In a country like ours, with no established religion, and a multitude of sects watching each other with jealous solicitude, it is quite impossible that the system itself should provide for distinct religious training, for religious training must mean training in what the teacher himself calls religion. And this watchful supervision of one sect over another also renders it impossible that a teacher should successfully attempt to imbue the pupils intrusted to him with his own peculiar views.

There is one good and not very obvious result of our system of Public Schools, which has always struck me as of some importance. In democratic communities, where all men are equal before the law, there is always a sense of heartburning likely to be engendered from an observation of the inequality of fortune and condition among men. The remedy to this state of feeling is to be sought in the cultivation of a genuine sympathy on the part of the more favored towards the less favored classes; and nothing will more tend to produce this sympathy than that the children of each should attend, for a time, the same schools: a man cannot but feel a lifelong kindness of heart towards one with whom, when both were boys, he sat upon the same bench, and learned the same lessons. That this good result should be obtained, it is requisite that the schools should be of such excellence that the more favored classes should be willing to send their children to them, which in many, probably most places is the case.

GEORGE S. HILLARD.

Boston, 9 October, 1851.

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#### ANSWERS OF MR. PRESCOTT.

*Quest. 1.* I have not, nor do I well see how it can well be so. The members of the School Committees are chosen by the votes of all the inhabitants of the respective towns, comprehending every variety of religious denomination. The Committee representing them would of course allow no system of instruction which favored one denomination at the expense of the others.

*Quests. 2 and 3.* It may be as well to answer the second and third questions together.

There can be no doubt that, while the school education gives no direction towards any particular sect, the child must receive this direction from its parents at home, or from the teachers in the Sunday Schools, which are to be found, I believe, among every denomination of Christians. There is hardly any child, I should imagine, in

such abject circumstances as not to come under the influence of one or other, and usually of both of these causes, by which he is maintained in the religious tenets of his parents.

*Quest. 4.* I should say directly favorable to both. The morning exercises are usually preceded by the reading of a portion of the Scriptures; and thus a reverence is inculcated in the child for the sacred volume, and the teachings it contains, as the guide of his life.

It is hardly necessary to add, that the regular course of the school discipline is favorable to moral culture.

*Quest. 5.* I believe no other system of instruction would be so favorable to the education of the great body of the people; and such an education is of the last importance, to a republican government like ours. If the system were made to comprehend religious instruction, this instruction must necessarily be accommodated more or less to the doctrines of some particular sect. This would render the school inaccessible to those children whose parents were unwilling to expose them to the risk of imbibing such doctrines. On the present plan, all of every denomination may receive an education fitting them for the duties of this life; and while no one is taught any special religious tenets, all are taught that reverence for religion which is a good basis for those particular tenets which may be inculcated elsewhere.

W. H. PRESCOTT.

7 October, 1851.

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#### ANSWERS OF MR. SPARKS.

*Quest. 1.* From the nature of our political institutions, it would seem impossible that there should be any such interference. The constitutions of the several States, as well as that of the United States, allow entire freedom of opinion and worship to every citizen. Schools are required by law in every township, and local taxation is authorized for their support. The taxes are levied upon a uniform principle, without reference to religious opinions; and there is probably not a public school in New England in which the parents of the pupils are not of different denominations. It would be obviously impossible, therefore, under these circumstances, for such a school to exist, if the teacher were to attempt to inculcate the tenets of any one particular sect, or to interfere with those of any other.

*Quest. 2.* They certainly do, but the amount of instruction must of course depend on the zeal with which the parents of the children maintain their religious faith, and their devotedness to the denomination to which they belong. Experience has shown that the existence of a variety of sects constituting one community, enjoying equal rights and privileges under the laws, and acting upon each other by example, rather tends to increase than diminish their zeal, and prompts them to communicate to their children religious instruction according to the views they entertain.

*Quest. 3.* Sunday Schools may be regarded as among the principal agents. These schools are found in almost all the parishes in New England, and are designed expressly for religious instruction. Suitable books are provided for the purpose. Clergymen and other persons properly qualified are the teachers. Several of the denominations also distribute large numbers of religious tracts suited to children and young persons. Moreover, the parents themselves naturally exercise an important agency, either by direct instruction, or by putting into the hands of their children such books as will enlighten or establish their religious sentiments.

*Quest. 4.* I cannot but think so. The books used in the schools, although they do not inculcate the dogmas of any particular sect nor any special form of worship, are nevertheless of a moral and religious tendency. No others would be tolerated; nor would a teacher of known immorality or of sceptical views in religion be allowed to have the charge of a school.

*Quest. 5.* A system may fairly be judged by its results. In this respect, the system of Common Schools in New England claims unqualified approbation. It has existed two hundred years, and I am not aware that the people of any country or community have exhibited the fruits of moral and religious culture in a more eminent degree than the inhabitants of New England.

JARED SPARKS.

Harvard University, Cambridge, October 13, 1851.

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### ANSWERS OF MR. TICKNOR.

*Quest. 1.* I have been familiar for above forty years with the practical working of the New England Common or Free Schools, in which the children of all conditions in life and all sects in religion are educated together, from about the age of four to about the age of sixteen, and I am satisfied that these schools in no way interfere with the special religious tenets of any denomination of Christians. The simple fact, which, I think, will be questioned by nobody amongst us, that children, until several years at least after the period when they leave the Common Schools, follow, with extraordinary uniformity, the religious tenets of their respective families, seems to me to render this point certain. It seems to me also to be rendered certain by another well-known fact; viz., that each separate religious sect in the State of Massachusetts, and perhaps in each of the towns and cities into which the State is divided, is in a minority; and therefore, if any one sect were, through the teachers of the free schools, to influence the religious tenets of the children committed to their care, or even attempt to influence them, the other sects, constituting a great majority of the people, would unite in correcting the evil, or, if that could not be done, would overthrow the whole system, which is completely and always in their power, and which would certainly not be sustained by them if it interfered with the religious opinions of their children.

*Quest. 2.* The instruction of children in the special tenets of religion was, until Sunday Schools became common among us, chiefly given in weekly catechetical exercises and familiar explanations of Scripture by the minister of the congregation to which the children belonged. But for the last thirty years, Sunday Schools, in which children of all conditions in life are taught together, have been increasing in numbers, until now hardly a congregation in New England is without one in which the special religious tenets of the families of the children are inculcated on the children themselves, under the immediate direction of their clergyman, by such teachers as he selects from among his own people. Nearly all the children continue in the Sunday Schools as long as they continue in the free Common Schools, often longer, and not unfrequently till, in their turn, they become teachers of a generation younger than themselves. I say nothing of domestic instruction in religion, which has always been common in New England from the first settlement of the country, and is so still. It may be well, however, to add, that there are a few children in our free schools who do not attend Sunday School. These children, with rare exceptions, belong to one of the three

following classes: 1st. They are the children of Irish immigrants, who penetrate every where, and are, therefore, not unfrequently found in localities where they have no church, priest, or Sunday School. 2d. They are the children of Quakers, or other persons who disapprove either of all Sunday Schools, or of those to which they can have access, and teach their children at home; or, 3d. They are too young, and have not learned to read or become otherwise fitted for Sunday Schools; these last being more numerous than either of the two other classes, but coming to the Sunday Schools when they are old enough. Still, the entire number of children who are taught in our Free or Common Schools, and who do not go to our Sunday Schools, is small in New England, and will, I think, always be inconsiderable wherever the different sects in religion are made to feel that they alone are responsible for the religious education of the mass of children growing up in the families belonging to their respective faith, because this responsibility awakens their zeal, and makes them provide means to educate religiously, not only the children of their own congregations, but also all other children whom they can draw within their influence, establishing, as they often do in New England, Sunday Schools, merely to gather in from all quarters children who, from the low condition of their families, or any other cause, are left without proper religious training.

*On the Separation of Doctrinal Teaching in Religion from the Teaching of the Common Schools.*

I will say a single word on the New England system, regarded as one that separates all teaching in the free schools from all teaching of religious doctrines. I deem it to be a system favorable to the cause of religion, and for this among other reasons: Our free school teachers must every where be selected mainly from a regard to their skill in teaching on common subjects; and though no teacher, believed to be an irreligious person, would be appointed in New England any more than in Great Britain, or could keep his place after he was known to be such, still the main qualifications for which he would be chosen would be, in their nature, connected with elementary knowledge on common subjects, and a power of communicating it. But the Sunday School teachers, who are at least three times more numerous in New England than the teachers of the free schools, are selected for their known interests in religion, and, serving without pay, can be prompted by hardly any motives but those arising from zeal for religion, from love of the occupation, and from a sense of duty. Moreover, nothing is taught in the New England Sunday Schools but Christian morals, natural theology, the evidences of Christianity, and its practical and doctrinal claims, the free schools on week days being so abundant, and of such a character, as to render all teaching of secular subjects on Sundays unnecessary and unbecoming. Religious teaching, therefore, is, I think, by this very separation from other teaching, made more thorough, earnest and effectual. The children feel that their unpaid teachers can have no interest in the matter different from their own; and an attachment founded on religious sympathy often grows up between the Sunday School instructors and the Sunday School scholars, as well as among the scholars themselves, which lasts many years, sometimes through life. In this way Sunday Schools and the religious training of children have become as well settled a part of the New England system of instruction as the free schools on week days, and quite as successful — each, as I believe, being made more effectual by its separation from the other. Religion, however, gains, I think, the most by their separation.

*Quest. 3.* Special religious instruction is communicated in different ways, oftenest and most systematically by Sunday Schools, the aggregate number of whose teachers

throughout New England is very much greater than the aggregate number of teachers in the Common Schools. But, besides the Sunday Schools which generally use manuals, the children often receive oral instruction from their clergymen, and from persons selected for the purpose, in Bible classes and in other ways; regular meetings of the Sunday School teachers of each school are also held by their clergyman, in order to advise and direct the teachers in the management of the children; and, in some denominations, catechetical exercises with the children are still used, more or less—a mode preferred, I believe, by the Roman Catholics. But, as a general remark, each denomination of Christians feels it to be its duty to provide, in some way or other, for the careful religious training of the children whose families belong to it, and is not only able and desirous to do so, but really does it faithfully. Any teacher of a free school who should interfere with this recognized system of things would, I think, find it impossible to retain his position as a teacher. But I never heard of one that attempted it.

*Quest. 4.* I have no doubt that the system of instruction pursued in the free schools of New England tends greatly to the preservation of social order, to the diffusion of a spirit of inquiry for the truth, and to the cultivation of religious sentiments, and of a sense of duty to man and to God; and I think it would be difficult to find a sensible man born in New England, of any religious persuasion, who would give a different opinion.

*Quest. 5.* I believe the system of the free schools of New England to be a wise system of moral police, to support which the property of all is rightfully taxed; and I will add,—having lived two or three years in Germany, and longer in other parts of Europe,—that I believe this New England system to be more effectual than any system of teaching has yet been made elsewhere to secure the well being of a State. And, further, that such a persuasion of the inherent benefits of our free schools is the settled conviction of a vast majority of our people, is, I conceive, made certain by the fact that, while the laws of Massachusetts require the several towns, in proportion to the number of children they may contain, to provide to a certain extent for the education of all the children within their limits, hardly a town in Massachusetts—perhaps not one of above 300 into which the State is divided—fails annually, by a popular vote, based on universal suffrage, to provide for such education to a greater extent, and at a greater cost, generally much greater than is required by law. This spontaneous, uniform, and, so to speak, universal assent of the voters, in a population of nearly a million, annually asked for, and annually given afresh, in the shape of a somewhat burdensome tax laid by themselves upon themselves, seems to me, considering the general intelligence of these voters, and the thorough trial of two centuries to which the free schools amongst us have been subjected, to be a proof of the excellence and efficacy of the system as decisive as can be asked.

My remarks have generally been limited to Massachusetts, my native State, but they may be applied to all New England with little or no modification, certainly with none as to the instruction of children in the special religious tenets of any particular denomination of Christians.

GEORGE TICKNOR.

Boston, 10 October, 1851.

#### ANSWERS OF MR. LONGFELLOW.

*Quest. 1.* I have no reason to think this to be the case. It is certainly possible that an over-zealous instructor may think it his duty to inculcate particular doctrines in his prayers or in the school-books used. This, however, could hardly be called a

defect of the system, but rather a defect in its application, and can always be guarded against.

*Quest. 2.* To the best of my knowledge, the children of the Common Schools are thus instructed. I suppose there are not many families in New England the younger members of which do not receive this kind of instruction. By families in New England, I mean New England families.

*Quest. 3.* The chief agencies are the education of the fireside and the Sunday Schools.

*Quest. 4.* I give an affirmative answer to this question, and have no doubt that such is the result. Were it otherwise, the Common Schools must long ago have been abandoned as worse than useless.

*Quest. 5.* I very heartily approve of the system, on the ground that by it the means of education are given freely to every one; and however poor a man may be, he feels that the education of his children, to a certain point, is secured to them, and that good morals will be taught them, and their religious sentiments cherished and cultivated.

HENRY W. LONGFELLOW.

[The Secretary of the Board of Education was requested to obtain from the School Committees of a suitable number of towns definite answers to the following questions, viz. :—

1. How many pupils of this school are in attendance to-day?
2. Of these, how many receive, during some part of the year, religious instruction in Sunday Schools?
3. How many, not receiving such instruction now, have received it in former years?
4. Of those who receive no religious instruction in Sunday Schools, how many receive it at home?

These questions were sent to the Superintendent of the Boston schools, and to the School Committees of Andover, Fall River, Boxford, Wayland, and Lowell, from all of which full answers were received, which were reduced to a tabular form, with explanatory notes by George Ticknor, Esq., and the Secretary.—*Note by the Secretary of the Board of Education.*]

#### TABULAR VIEW.

The six cities and towns in the following table are regarded as furnishing an average result as to the number of children between seven and sixteen years old, in the free schools of Massachusetts, who receive religious instruction in the free Sunday Schools. Each of the six was taken as a representative town or city. Thus, *Boston* is the capital of the State, standing on the sea-coast, and is essentially commercial and manufacturing in its character, with the largest population in the smallest space.

*Andover* is the town that covers the largest area of any in the State, and is agricultural, but has several manufacturing villages within its limits. *Fall River* is chiefly manufacturing, but it has farming lands, and, being situated on a navigable river, is partly commercial. The small towns of Boxford and Wayland are as purely rural and agricultural as any among us. *Lowell*, on the contrary, is as purely manufacturing, being the largest city of that class in the United States, and depending almost wholly on its cotton and woollen fabrics.

Taken together, the six contain just about one-fifth of the population of the State, and were selected because it was believed they would present a true view of the condition of all Massachusetts, in relation to the religious education given in the Sunday Schools to the children found in the free week-day schools.



It should be noted, perhaps, that owing to the extraordinary rigor of the season, January, 1852, when, with the exception of the city of Lowell, all the preceding facts were collected, the attendance of the children at school was somewhat below the average, and that, for the same season, the proportion of boys was rather larger than usual, as in Boston, where, out of the 8,070 children present, 4,144 were boys, and 3,926 were girls.

*Table of children in the free schools of six cities and towns in Massachusetts who receive or have received religious instruction in free Sunday Schools; the six cities and towns being taken as an average, in this respect, of the whole State.*

Name of City or Town.	Number of its Schools.	Ages of the Children.*	No. actually present when the schools were visited.	No. actually present who now attend some Sunday School.	No. present who do not now attend but who have attended some Sunday School.	No. not accounted for.	Remarks on the 462 Children in the last column.
Boston, . .	† 22	{ 7 yrs and upwards,	8,752	8,070	582	100	Their teachers think that nearly all these 100 children receive religious instruction at home.
Andover, .	24	{ 4 years to 16,	850	691	110	49	They are reported to be, "with scarcely an exception, very young, or the children of recent immigrants."
Fall River, .	24	"	1,314	1,055	73	186	Like the last generally; but there are Quakers among them, who are taught at home, of course.
Boxford, .	7	"	179	125	1	53	Generally very young. The return says, "Nearly all the children in this town who are old enough attend S. School."
Wayland, .	6	"	192	98	63	26	No report is made of these 26; but it is believed the report from Boxford applies equally well to Wayland.
Lowell, . .	14	{ 8 years to 16,	2,209	1,987	174	48	There are only a few children in the Lowell High School, and in its 13 Grammar and Intermediate Schools here reported, who are under 8 years old; and the consequence is, that in these 46 Primary Schools, where children may remain till they are 8 years old, out of 2,133 present, March 1, 1852, there were 1,374 who were attending some Sunday School.
Total, .			13,496	12,026	† 1,003	462	

\* The income of the School Fund is distributed in proportion to the *whole* number of children in a city or town between the ages of five and fifteen, whether they go to the free schools or not, but each locality determines at what age its own children may attend school. In general, the limits are four and sixteen; but it is rare that any above or under these years are refused, if they or their parents desire that they should attend.

† The twenty-two schools in Boston, from which returns were obtained, were *all* the schools in the city in which children *above* seven years old are taught, viz.: The Latin school, the High English school, and the twenty grammar schools. Besides these twenty-two schools, however, there are one hundred and ninety Dames' schools, or "Primary schools," scattered all over the city, in which above 11,000 children, under seven years old, are taught to read; but as these children are rarely fitted, from their age or their knowledge, to receive such instructions as are given in our Sunday Schools, no report was asked concerning them. As the children get to be seven years old, and can read pretty well, they generally pass at about the same time into the grammar schools and the Sunday Schools. Thus much for Boston.

Similar remarks may be applied to the return of the 2,209 children from Lowell, where the children under eight years old are all in Primary schools. In the small towns, however, of which Boxford and Wayland are examples, and in localities where the population is sparse, the case is different. In such places, the same school receives *all* the children in its neighborhood, from three or four years old to sixteen or upwards. And, finally, in towns like Andover and Fall River, where, in some portions, the population is dense, and in others sparse, a mixed system is adopted, some of the schools receiving *only* children

APPENDIX D.—Extract from the speech of Mr. Labouchere, in moving for leave to bring in the Mercantile Marine Bill, February 11, 1850.

In the United States, the captains and mates were not required to undergo a public examination; but the circumstances of the two countries were very different. He heartily wished that the education of our people in this country could be compared with that which prevailed in the United States. He had had occasion lately to see the sums which the State of Massachusetts alone devoted to purposes of education, and he found that in that State the schools supported by the public were so good that the richest and greatest men of the State preferred sending their children to them in preference to private establishments; and these institutions had the effect of raising up a class of men fitted successfully to follow out any pursuit to which they might be called, and who might therefore be employed with confidence by ship owners, or any other description of employers. If, therefore, it was said that we should not have examinations because they were not made in the United States, the difference between the two countries, in point of education, ought to be considered.—*Vol. 108, p. 670, Hansard's Parliamentary Debates.*

from four to seven, or from seven to sixteen, and other schools receiving those of all ages from four to sixteen. But whether the schools are arranged according to the ages of the children, or according to their proficiency, or according to any other system,—all this being left to the School Committee of each locality,—the practical fact is, that, between the ages of seven and eighteen, nearly all the children of Massachusetts, who are taught in the free week-day schools, pass through the free Sunday Schools of the religious sect to which their respective families belong.

‡ These 1008 are generally, and, indeed, I think they are, with few exceptions, the oldest children in their several schools, and such as have already completed a course of Sunday School teachings. Thus, in Boston, in the Latin School, where boys are fitted for the University, 33 out of 117, who were present, had been in the Sunday Schools, and had left them; and in the High English School, 67 out of 171. Indeed, taking Massachusetts through, it will, I think, be found, that those in its free schools, who, on any given day, are not members of some Sunday School, are, in general, the oldest who have been through a Sunday School, or the youngest, who are not yet fitted to enter one. The only qualification of the last remark worth making regards the Catholic Irish immigrants, who are scattered all over the State, and are, therefore, sometimes living in places where their own religious institutions are not found, and where, of course, they have no Sunday Schools for their children. But the number of such is small.

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ABSTRACT

OF THE

SCHOOL COMMITTEES' REPORTS.

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THE JOURNAL OF THE AMERICAN MEDICAL ASSOCIATION

PUBLISHED WEEKLY

CHICAGO, ILL., U.S.A.

Vol. 41, No. 1

January 1, 1941

Subscription price, \$5.00 per annum in advance

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## CONDITION OF THE PUBLIC SCHOOLS, AND SUGGESTIONS FOR THEIR FURTHER IMPROVEMENT.

### SUFFOLK COUNTY.

#### BOSTON.

The city of Boston appropriates yearly about \$330,000 for the support of Public Schools. It has invested in school-houses about \$1,500,000. The whole amount of money raised yearly, by taxation, for all its expenses, is about \$1,200,000. Subtracting from this amount the \$330,000 appropriated to educational purposes, it leaves about \$870,000 to meet all the other expenses of the city, comprehending the salaries of all the city officers, the cost of paving and laying out of streets, the expenditures for police regulations, the expenses of maintaining all the public buildings, criminal and charitable, the jail, the institutions at South Boston and in the Harbor, all the current expenses attending the distribution of water in the city, the lighting of the streets, the care of the Common, the Public Garden, the unproductive land owned by the city, the city property generally, and every thing that must necessarily be expended in providing for the health, comfort and security of its citizens, and the reputation and honor of its own name among the cities of our land.

Our school-houses are built at great expense. Those who have had the charge of their erection have thought only, how could they best combine convenience, comfort, healthfulness and attractiveness. The furniture, the philosophical apparatus, the globes and maps are all of the most approved kind, and nothing is asked of the city government, which is really conducive to the welfare of our schools, that is not readily granted.

More than one-quarter of the whole tax of the city is appropriated to schools. The valuation of the city, for the year 1852-3, was some \$188,000,000. The amount taxed upon every dollar of property for education was, therefore, some two mills. The population of Boston, in the year 1852-3, was nearly 150,000, and if the amount appropriated to schools was raised *per capita*, the portion of every man, woman and child, would be about two dollars. The number of voters in Boston is about 22,500. If this amount was divided among them, each poll

would pay about fourteen dollars. The average number of pupils in our schools is not far from 23,000. The yearly cost of educating each child is, therefore, about fifteen dollars.

And though in this city, as elsewhere, we frequently hear complaints of excessive taxation, it is rare indeed to hear any wish expressed, that a less amount should be raised for educational purposes than is necessary to carry out fully all judicious plans for the welfare and improvement of our Common Schools. To be sure there may be found among us, as almost every where, some men of contracted minds, who are willing to enjoy all the blessings and comforts which are afforded to our citizens, by the judicious appropriations of the amount raised by taxation, and yet unwilling to share, out of their abundance, the equal, legitimate quota of tax due from them, as representatives of the property in their possession, and who, at the annual approach of our assessors, steal away like thieves in the night to some region, where, by special contract, they may buy for themselves such a residence as will satisfy the technicalities of the law, and return only in the sunshine of our prosperity, when their fear is over, to enjoy advantages which they have contributed nothing to produce, and to participate in the privileges which obtain from the united sacrifice of the poor, the men of moderate means, and the liberal, whole-souled rich of our city.

As so large a portion of the money raised by taxation in our city is appropriated to school purposes, and as complaint is sometimes made of the expensiveness of our school system, and also the right to make certain appropriations questioned, we have deemed it not out of place to consider, briefly, the relation which government and individuals respectively sustain towards property, and, consequently, their respective rights and duties in relation to taxation.

*Taxation.*—The excuses made by many of those who contrive to avoid their legitimate taxes, that under any circumstances they pay a larger tax than many of their fellow-citizens, or that they are not in favor of certain expenditures for which taxes are laid, and consequently are not acting immorally in avoiding the payment of their tax, are fallacious, and founded on a wrong theory of the relation which they and their property sustain towards government.

Taxes are based upon property, not upon persons. The earth, its products and every thing valuable upon it, belong, in a certain sense, to all mankind, and every one is entitled to their benefits. We brought nothing into the world, and we can carry nothing out of it; and it is not in accordance with any absolute or natural right, but only in compliance with the arbitrary rules of society, that the will of the dead man should be regarded, respecting the distribution of property, his in life, but, after his death, belonging to those who then inhabit the earth. In a certain sense, the old feudal doctrine is correct, that government—that is, the representative of mankind as a body—holds the fee of all property. It is to avoid the dissensions incident to the transmission of property without fixed rules, that the general assent of society is given to the arbitrary laws which obtain in regard to the unequal division of property among men, its distribution at the death of its holder, and, under certain conditions, its escheat to the government. Government is established, among other things, for the protection of property, and the security of those who hold it, in accordance with established law; and

it is this property, wherever and however held, that must pay the expenses of its own protection.

Thus far government has a lien upon all property within its jurisdiction. Whether held by feudal tenure and distributed by government among the people, by feudal laws, whether held entirely in the hand of one man, whether distributed equally and yearly among all mankind by agrarian law, or held, as among us, in unequal amounts, by arbitrary law, it is still held subject to this lien. It is not the man that is taxed, but the property; and the holder pays the tax by the same general law that enables him to be the holder of the property thus taxed, and which secures to him its peaceful possession and uninterrupted enjoyment. The property is only his, minus its legitimate tax; and he who defrauds government of its tax, retains that which is not his own, and appropriates to his own use that which legally and justly belongs to the public. Government must be the judge of its own necessities. And where, as with us, government is the expression of the public will, the holder of one dollar of property has as much right to say what are the necessities of government, and consequently what shall be the public tax, as he who has millions at his control. And no one, whatever may be his private opinion of the expediency of a special tax, has any right to withdraw the property in his possession from taxation which has been appointed by the will of the people; for to this extent that property belongs to government.

To those few, therefore, who, for whatever reasons may influence them, prefer for their children private to public instruction, and who murmur at the amounts appropriated for Common Schools, it is the right of our community to say, We are to judge of the public necessity; and for this purpose, and to this extent, your property is our property.

The number, however, who find fault with our school appropriations is comparatively small, and their grievance would often, in their own estimation, be as great, and their complaints as loud, at any appropriation whatever. They are the exceptions. As a general rule, all our citizens respond cheerfully to all that is deemed needful in the furtherance of the prosperity of our Common School institutions.

We have, in our community, many noble-minded men, who feel that their wealth is given to them as a trust for their fellow-citizens, to be appropriated, not in pandering to their own ambition, sensuous appetites and grovelling desires, but in ameliorating the condition, providing for the wants, and securing the prosperity and happiness of those around them less favored than themselves in the good things of earth, and who, besides cheerfully using their influence in the administration of the government to secure proper appropriations for our schools, are privately and unostentatiously conferring lasting benefits upon successive generations, by their generous gifts of valuable libraries to our schools.

*School System.*—But what is this school system that thus drains our city treasury of more than one-quarter of its yearly income, that demands so large a tax upon every voter within our limit, and yet that receives the support of the wisest, shrewdest, and most philanthropic men of our city? In many cases, those who have the most important voice in determining the amount of the appropriations for its support appear to have little or no *direct* interest in its establishment or continu-

ance. Is it not an anomaly to see such men striving for such a purpose, when it is from the property held by them that so large a portion of the appropriation is to be drawn? Whatever may be the nature of men in other respects, it is undeniably true, that, as to all that affects their pockets, they expect a *quid pro quo*. It is important, therefore, for every voter to make certain inquiries. Are our school appropriations judicious? Are the advantages obtained equal to the outlay required? What does our school system accomplish? What are the benefits received? What are the evils forestalled? Can these large appropriations be dispensed with, in safety to our own best interests? What is the relation that these schools bear to the government? And in reference to this relation, what should be their aim, conduct and destiny?

Our schools are of different grades. The Latin School for boys, averaging about two hundred pupils, is designed to give to all who attend it such an education as will fit them to enter any college in our land.

The English High School, averaging about two hundred pupils, is designed to give to those who have perfected themselves in our Grammar School studies such an education in moral and intellectual philosophy, logic, chemistry, the higher branches of mathematics, and the French and Spanish languages, as will enable them to take a commanding position in the commercial and mercantile world, or to act as master mechanics, or as civil engineers.

The Normal School, averaging about one hundred and seventy-five pupils, is designed to give to the girls, who have been graduated at the Grammar Schools, such an education as will enable them to act efficiently as assistant teachers in our Grammar and Primary Schools.

Our Grammar Schools, twenty in number, and averaging over five hundred pupils, between the ages of eight and fifteen, are designed to give to all the children in our city such an education in all the necessary branches of study as will enable them intelligently to act their part in life, as common-sense, well-informed and patriotic citizens.

Our Primary Schools, one hundred and ninety-five in number, and averaging each about fifty pupils, between the ages of four and eight, while they are attended by the children of our most respectable citizens, are also designed to provide a place for those thousands of children in this city whose parents, engaged in manual labor, would often otherwise be obliged to leave them to wander in the streets, acquiring habits of vagrancy, idleness and vice, which would probably continue to affect them through life, and to give to them such an education, moral and intellectual, as will fit them to enter the Grammar Schools when they shall have reached the proper age. These schools are free to all, and are about equally attended by the children of the poorest of our foreign population, and those of our richest citizens and most honored statesmen.

Side by side, engaged in a common cause, equally interested in the same studies, listening to the same moral instructions from those whom they love and respect, treated as equals, promoted or degraded only according to their diligence or negligence, forming friendships, and insensibly studying human nature in all its phases, sit children representing the extremes of society,—those who, in a few years, are to take our places in the world, some with wealth and position given to them,



others poor and unknown, with nothing but the instruction, discipline and experience which the school affords.

It is often said "that one-half the world know not how the other half live." Did they know, Charity would not be the rare virtue she is. What is more advisable in a land like ours, where worth, not birth, makes nobility, and where the changes are so sudden that the son of a common laborer may attain to the highest offices in the gift of the people, and yet his descendants become the inmates of an almshouse, than that all the members of our community should become more or less acquainted with the manner of life, the modes of thought, and the peculiar characteristics of those who compose the various grades of our society? And what less objectionable method is there of acquiring this information than by the intercourse which obtains in our schools, guarded as it is by the watchfulness of committees, teachers and parents? May we not attribute, in a great degree, the general good feeling and absence of envy which obtains among the different grades of society in our city to the early impressions received at school? and is not the interest which is entertained for their prosperity, alike by the rich and the poor, an evidence of the universality of these impressions?

What is it that has given our land its preëminence among the nations of the earth? It does not result wholly from its free form of government, the great fertility of its soil and its abundant resources. These, indeed, are all motive forces; but the great leading power is the universality of education among us, and the proportion of intelligent, thinking, working minds. There are constantly presented to the public practical illustrations of the advantages which educated labor possesses over those mechanical processes, through which ignorance works, in the beaten track which antiquity laid, and of the widely different result of the work of a thinking, practical man, and of one "who whistles as he *works* for want of thought." How frequently have our common workmen devised simple methods of reducing to useful practice what scientific men have demonstrated, with mathematical accuracy, to be practically impossible! Our Patent Office abounds in useful inventions, and by far the greater part of them are the workmanship of those whose education, save as pursued by themselves, was received at the Common Schools.

What is it that causes the proportion of crime committed by our native citizens, in comparison with that committed by our foreign population, and of our whole people in comparison with other nations, to be so small? Why is it that, in comparison with the nations of Europe, so small a proportion of our population are paupers, if it is not attributable to our schools? What is it, that, when political parties have raged in their bitterness, when theoretical disorganizers have inflamed the public mind, when dissension, radicalism, fourierism, agrarianism, and a thousand impracticable theories for the amelioration of mankind, and the reorganization of society upon a new basis, all promising to make earth heaven, favored often by men of talent, and preached with all the earnestness and enthusiasm of the conscientious but misdirected reformer—what is it that disappoints the fears of our good timid conservatives, who, thinking only of ancient republics and the character of their population, prophesy at every new public excitement our speedy overthrow, but the practical, educated common sense of the great mass

of the untalking people, who, at the proper time, receive the good which these excitements create, quietly reject the attendant folly and wickedness, and leave the effervescence to work itself off again in some new theory, or in the revival of some long-exploded notion.

The very commonness of our schools prevents our realizing, to the full extent, the blessings they afford us, the grandeur of the thought that originated them, and the wisdom of their perpetuation. We may gaze upon the rosebud when the heating sun pours its rays upon it, and the dews and gentle rains water it, but the closest watching eye cannot detect its imperceptible expansion; and yet, under these influences, it soon blossoms into the full-blown rose. Thus of our schools; by their fruits must we know them. Out of our own land, nothing is found to compare with them. Ancient history is as silent as modern respecting them. With what enthusiasm would Socrates and Cicero have viewed them! A new leaf would have been added to the *Memorabilia*, and a new chapter to the *De Officiis*.

*The Relation of our Schools to the Government.*—We do not at all fully realize the peculiar and intimate relation which our Public Schools sustain to the government. Private Schools and incorporated academies have a special office to perform. They are dissenters from the regular system. Their administration and government is subject to the private will of individuals. The government has nothing to do with them, except in their toleration. The relation of their teachers to their pupils and their parents is different from that in the Public Schools, and is to be settled by common law, applicable to other nations as well as our own. But our Public School system is a branch of the government itself; as much so as our courts, our police, criminal and charitable regulations for the poor. It is School and State; so it has been since its establishment, and so it must be while it exists. The distinction between private and public schools is constantly growing greater and greater, and the government, by its general and special laws, is assuming yearly more and more power in its administration over the latter. Before, however, our schools accomplish all they are designed, and we believe destined, to accomplish, this relation must be more definitely recognized by legal decisions, and more universally understood by our citizens.

Those stern and determined men, who, in the dark cabin of the Mayflower, thought out in their strong minds, and laid down with an inflexible will, the plan of action which was to be their guide in carrying into successful operation the principles which they had left their own land to maintain, knew full well that liberty could not exist without intelligence; that it was not safe to trust education to individual effort; but that the government, if it would sustain itself, must see to it, even by compulsory measures, that the means of education were provided for the whole people. They therefore inwove into the texture of our constitution School and State, providing that all property should be taxed for general education, as well as for sustaining the other necessary branches of the government; and though their descendants have separated Church and State, and have rescinded the laws requiring all property to be taxed for the support of religion, they have sustained fully the compulsory laws for schools, making them more definite, as the exigencies of the times required, by specific statutes, by affixing penalties, by giving the power

to take private property for school purposes, and, more recently, by asserting the power of government over individuals, in the passage of its truant laws.

This connection between government and our school system must have an important weight in settling many of the mooted points respecting the general administration of our system. Governments, to be effective, must be stable. Their first aim must be, to preserve their own existence. Of necessity, every thing else must be secondary to this. Their whole administration must tend directly to their own perpetuation, and all their plans of operation, in every branch, must be directed accordingly.

The first object and aim of our government, therefore, in establishing and maintaining its school system, is its own preservation. If this system is not necessary to preserve our form of government in its purity, then it may be dispensed with; if it is necessary, then has government the right, so long as it exists by the will of the governed, to sustain the system, and to devise and to carry into operation all such measures as will give it efficiency and completeness. Governments, whether good or bad, while they exist as governments, can acknowledge nothing superior to themselves, and, until they are changed by a peaceful or a violent revolution, all their administration must be in sympathy with their general aim. So far as education has ever been under the direction of the State, we find that it has been conducted in strict subservience to the purposes of government. For example, the education of the Spartans, in the time of Lycurgus, was a State education; all the children in the State were taken away from their parents at an early age; those who were physically weak were destroyed, and the remainder were sent to the public institutions to be trained entirely by the appointed teachers. Patriotism was the god of Sparta. Its sole aim was, to preserve its independence by valor in arms. The individual was merged in the community, hardly seeming to have a separate existence. The government accomplished its purpose; and it was only by means of the discipline received from the schools that the small State of Sparta was enabled so long to stand, defying the more powerful nations around. No better instance could be imagined of the efficiency of State education to produce a particular given result than this. The error was, that the end of the government itself was not right.

The education of the people of Prussia and of Holland fails of producing what we should call satisfactory results, because the very object itself of the education is merely to train up obedient subjects to monarchs; and while, therefore, varied valuable instruction upon certain sciences is given, that discipline of mind and that freedom of thought, which is necessary to produce the highest style of man, is almost wholly neglected. Indeed, it follows, as a natural consequence, that no nation having a form of government different from ours can have the same State system of education; and in our own country, government and education must ever be, in turn, both the cause and the consequent of the condition and progress each of the other.

The object and aim of our government in the administration of its school system is simply this: to train up all the children within its jurisdiction to be intelligent, virtuous, patriotic, American citizens. We say citizens, for it is only with man's relation to the State that the government has any thing to do. With his relation to God, with the

duty which he may owe to himself, to cultivate in a specific manner special talents which he may possess, government has no right, and does not intend to interfere. It taxes the property of all, for the benefit of all. It is not man, the individual, but man, in his relation to his fellow-men, that it educates. To be sure, our form of government is such, that the surest way to make a free citizen is, to provide such an education as will make men in the strongest sense of the term—men pure in heart, strong in mind, healthy in body, wise as rulers, and obedient as citizens. Yet, after all, the inquiry of government must simply be, how it can best make *citizens*. It is not its object to make religionists of this or that sect. It has among its citizens, all of whom have equal rights, members of every denomination. It cannot favor political creeds, social theories, or private prejudices. Its legislation must be for the whole, not for any part.

Neither is our Common School system designed to give special instruction, in order to fit children for any special department in life, but rather to give that kind and amount of moral, physical and intellectual instruction, that discipline of mind, that freedom of thought, those habits of deep practical investigation, that self-reliance, that ready energy, and that patriotic love for their country and her institutions, which will make them living, acting, practical, common-sense citizens—men who know their own rights, but also understand the rights of others and the relation they sustain to government and to their fellow-citizens.

*Power of Government in the Administration of the School System.*—If this is indeed the relation which exists between School and State, it becomes important for committees and teachers to consider what are their respective rights and duties. One of the most important objects of our schools is the forestalment of crime, by bringing the minds of the children under proper influences before they have become contaminated with vice, and the employment of those preventives, and the infliction of those punishments, which are necessary to restrain erring children in their first attempts at insubordination and crime. Our courts, and their various classes of officers, have jurisdiction, when crime is brought to their cognizance. Their powers and duties are, either by statutes or by the decisions of common law, clearly defined. It is not within the province of these officers to interfere till actual crime has been committed. Now, there are many things connected with the forestalment of crime, and many of the lesser crimes themselves, which are committed almost with impunity by the young children of our city, hardly old enough to know their evil, that need to be under the jurisdiction of some one. The statutes of the State are silent regarding them, and our school system is hardly old enough, and perhaps too much the creature of statute, to be recognized by common law. Have our school committees or our teachers any power, as public officers, to provide for these cases? Have we, as a committee, the right, for instance, to instruct our teachers, as we have done, in the thirteenth section of the first chapter of the regulations of the Public Schools, as follows?—

“To promote the well being of their pupils, it shall be the duty of the instructors, as far as is practicable, to exercise a general inspection over them, as well out of school as within its walls, and on all suitable occasions to inculcate upon them the principles of truth and virtue.”

What power does this regulation give to the teacher? Can he, under

it, without liability to an action for an unjustifiable assault, inflict proper punishment for an offence committed out of school? Has the teacher of our public schools any more punitive power than the teacher of private schools? If this relation of the school to the government is as we have assumed, most certainly he has.

How far have school committees the power of expulsion from school, except for such crime as will bring the offender within the police jurisdiction? May they, as was done in another city, make a regulation that no corporal punishment should be inflicted for any cause, in any school, but that, in case of insubordination, the pupil offending should be expelled from the school and deprived of its advantages?

Now, if the object of government in the establishment and continuance of our free schools is its own preservation,—if it designs, by this means, to forestall crime, and to secure to all the children within its jurisdiction such moral and intellectual education as will make them ardent supporters of the institutions under which they live,—has it not the right, and have not our tax-paying citizens the right, to require those to whom the administration of our schools is especially intrusted to devise such methods as will secure the ends and aims of our school system?

One, and perhaps the principal, design of our schools is, to conquer, control, educate and save all such children as these. Have the committee a right to turn them into the streets, to their own ruin and the injury of the community? Are they not bound to devise means, either gentle or forcible, to keep such children under the good influences of school, in the hope of making them good citizens, at least till open crime shall render them unfit for the companionship of virtuous children?

*Separate Schools.*—This view of the relation of the schools to the government has its bearing in determining the expediency and also the power of committees, in establishing and supporting, at public expense, any schools except such as can be attended by all the children of our citizens.

This Board has been petitioned by the German population of this city to aid them, with the public money, in establishing and supporting separate schools for their children. In these schools, the German language was principally to be taught, and, judging from the elaborate "prospectus" accompanying the petition, the whole character of the instruction was to be peculiarly German. The tendency of such schools would be, to preserve the nationality of the Germans, to make their children almost as much foreigners as they themselves are, and to prevent, in a great degree, their obtaining that advantage over their parents which should result from their being educated in the country in which they are to live.

A strong effort has been recently made in some parts of our country, by our Catholic population, to withdraw a portion of the Public School money from the general fund, and appropriate the same to establish schools distinctly for their own children, where their own peculiar religious tenets may be more prominently presented.

Moral and religious instruction is necessary to sound education. Our schools will fail of producing the results expected of them unless such instruction is there given. Knowledge is indeed power, but, unchristianized, it is often power to curse as well as to bless. The ends of the gov-

ernment, therefore, require that religious instruction should be given in our Public Schools. Yet it must be remembered, that the relation of man to God is a private, personal and sacred relation. It is usurpation in government to interfere with this relation, except so far as is necessary in its own proper administration, and in preserving inviolate the rights and privileges of all the governed.

It is the duty of school committees to guard the religious instruction in our schools from degenerating into sectarianism, or becoming such as to give to any Christian, whatever may be his religious tenets, just cause of complaint. The text should ever be, "Thou shalt love the Lord thy God with all thy heart, and thy neighbor as thyself." To those, whoever they may be, who desire more specific sectarian instruction in the schools, or the establishment of distinct schools for different denominations, the simple answer is, You must afford that instruction and maintain those schools yourselves; government can support only those schools and afford only that instruction which is free and appropriate to *all* within its jurisdiction. Our public schools are free to the children of foreigners equally with those of our own citizens. But the whole character of the instruction given must be such, and such only, as will tend to make the pupils thereof American citizens and ardent supporters of American institutions. The very moment the principle is infringed upon, and distinct exclusive schools are established for any specific purposes whatever, our school system, which has given to our country its strength, is broken up, and its glory and usefulness departed.

What is yielded to one class of petitioners cannot with consistency be withheld from others; and, the result necessarily must be, that instead of a people composed of representatives from almost every nation of earth, yet harmoniously acting together as citizens of a great republic, and equally interested in maintaining her institutions and cherishing her glory,—a people understanding each other's peculiarities, and mutually yielding to each other's prejudices, and all striving to accomplish the same great purposes,—we should soon have a people composed of as many sections as there are different nations and different denominations represented among us, all working against each other, each striving for their own aggrandizement, alike regardless of the common interests of the whole body of the community.

They whom a narrow faith divides abhor each other. A house divided against itself cannot stand. Distrust, dissension and disunion would follow. Our republic would share the fate of those which have perished before us, and another name would be added to the long list of failures in free government, which stain the pages of history, and shake our confidence in God and man.

#### CHELSEA.

The most interesting event in the affairs of popular education in Chelsea, during the past year, is the completion of the new school-house on Central Avenue. To the six rooms in that edifice, designed for school purposes, the committee have transferred the girls in the Grammar and Secondary Schools on Park Street, and a part of those under the care of Miss Watson, in the High School building on Second Street. These rooms now accommodate all those girls receiving public instruction in Chelsea not attending the Primary Schools or the High School.

Since the reorganization of the Grammar and Secondary Schools for girls, other changes have been found to be necessary. The boys of the Secondary School on Shurtleff Street, with all those recently occupying Slade's Hall, and a large number instructed by Miss Watson, have been transferred to the school-house on Park Street, vacated by the girls; thus forming a new school which embraces all those heretofore known as Secondary and Intermediate Schools for boys.

The committee have organized a new double Primary School under the High School, which will relieve the crowded rooms in that building.

They have also removed to the first floor of the Shurtleff Street school-house the Primary School recently taught in the vestry of the Unitarian church, and have added to it a number of children from the large Primary Schools in that section of the town.

The only other change to be mentioned is the removal of the Primary School from the lot on Broadway rented of the Winnisimmet Company, to the lot on Mulberry Street purchased by the town.

All of the changes enumerated, except the last, have resulted incidentally from the increase of accommodations placed at the disposal of the committee; and although some of the rooms and buildings now in use are not wholly suited to the purposes for which they are occupied, and may ultimately be replaced by others of an improved style of school architecture, yet it is a source of congratulation that we are relieved from the necessity of placing any child in a school-room where the influences are unhealthful, or the essential conveniences are not provided.

From the consolidation of the Grammar and Secondary Schools for girls, on the general plan advocated in the report of our immediate predecessors, the committee anticipate the most favorable results. There are now brought together in the school-house on Central Avenue two hundred and ninety-one scholars; and eighty-three more may be accommodated. These girls are well classified in rooms each containing about sixty scholars. For all the purposes of general regulation, instruction and oversight, it is one school, under the charge of Miss E. A. Parker, an accomplished and successful teacher, as principal; in all other respects, it consists of six separate and independent schools, each under the control and tuition of one teacher, appointed by the committee, and directly responsible to them for the discipline and instruction of the children in attendance.

With respect to this school, so far as the plan of its organization, and the influences of location, air, light, and aspect are concerned, we know of nothing to be desired. Whether inconveniences are likely to arise from other sources, remains to be seen. Its teachers have already proved themselves worthy of public confidence; and we perceive nothing to hinder, but every thing to promote, favorable results. It would be a grave mistake, however, to confound the instruments and conveniences of education with the thing itself. No perfection of system, no fitness of school architecture, no faithfulness of teachers, can dispense with punctual attendance or personal effort on the part of the pupils. The community can secure well-qualified teachers, and surround them and their pupils with influences which tend to promote their progress; but, after they have done this, the question of success is to be determined by those who enjoy these advantages. None more clearly perceive the value of the additional facilities secured than the teachers themselves;

and none are so ready to allow that education, either as a science or an art, is far from being perfect. The longer they teach, and the more deeply they study, the more sensibly they feel how difficult a thing it is to comprehend the faculties of children; or, when understood, to know by what methods of instruction these various powers may be symmetrically developed and disciplined; by what influences virtuous sentiments may be encouraged and evil passions repressed; and not with respect to one child only, but many children, differing in peculiarities of mental and moral constitution. And it is a matter for congratulation, that the exertions required to meet these daily exigencies will not hereafter be exhausted in struggling with a false system and imperfect instruments.

The committee are able to say that the public schools of Chelsea are now doing well. And by this they mean, that, as a general thing, the attendance is good, the pupils industrious, and their instruction competent. There is progress in all departments. Much, however, must necessarily remain for our successor to accomplish. While existing arrangements are constantly being affected by an increasing and ever-changing population, a vigilant care will be needed to adapt our schools to the necessities of the community, and to maintain their present efficiency.

It is hardly reasonable to expect that the town will feel called upon, until the necessity shall become more urgent, to provide for their sons accommodations equal to those which they have furnished for their daughters. The time will probably come for this. Meanwhile, with the conveniences now possessed, the work of education in all its branches is to be carried on with increased vigor and spirit.

Our immediate predecessors, in their report, submitted some observations respecting Common Schools as instruments of popular education, and the system which seemed best adapted to our necessities, as well as the obstacles which impeded their progress. Some of these hinderances have been wholly or partially removed, and the committee have nothing further to suggest upon those subjects. Compared with the last year, we now stand upon vantage ground; but another period of observation has been added to former experience, and it implies no very exaggerated notions of the capability of common schools to suppose that they are susceptible of further improvements. With a proper system, good accommodations, and skilful teachers, it remains to inquire how these may most effectually accomplish their work. By what means the faculties of children may be most judiciously developed, the intellect disciplined, and knowledge imparted, what methods of instruction are most efficient to exalt character and quicken virtuous sentiments, cannot yet be regarded as settled questions. They are difficult questions; but still they concern all communities, and invite discussion which can scarcely be considered as out of place in the pages of a school report. If we survey the whole field of education, we perceive that it is a broad one. Beginning at the family fireside, it embraces the school-house, and gradually expands into a wider and more varied realm of religious, social and political culture. But the whole of this vast domain, with its unlimited requisitions upon human care, does not lie open to the public teacher. His limits are more circumscribed. Good morals, and those general principles of religion not the subjects of controversy, alone are committed to him. Within this comparatively narrow range, how-



ever, are to be laid the foundations upon which the whole superstructure of a man's life and character rest; and in what manner this foundation shall be formed, what studies and course of discipline are most useful to expand, strengthen and adorn the intellectual faculties, are points upon which some difference of opinion may be found to exist. Some of these differences we propose to discuss.

Arithmetic, reading and writing, are universally conceded to be necessary branches of education; and where all are indispensable, it is hardly worth controversy which is the most important. But it is an inadequate conception of education to regard it merely as an acquisition of knowledge, which by no means implies a well-trained and vigorous understanding, nor yet wholly as furnishing the intellect with fit instruments with which to execute its purposes; but rather, in its most important office, to create a power within, by developing in the highest degree those faculties which lie in the constitution of man. How, then, may this best be done, and what are the most efficient instruments?

It seems to us that reading, as an instrument of mental development and discipline, is somewhat underrated; and, that its disciplinary power and quality should more fully appear, it may be well to observe some of those faculties called into activity in reading composition of only a moderately elevated character. To read a simple sentence so as to receive and impart with precision the meaning of an author, requires not only a clear conception of the absolute meaning of each word employed, but also the significance of each as modified by conventional usage; nor does the reader advance far without perceiving that sentences seldom stand independently, but as modifying each other. So that, to perform the simplest office of reading requires a power of attention which, as it is one of the most rare and valuable of all, so is it also one of the most difficult of acquisition. But if we add to this the quickness of insight, imagination, judgment and taste, necessary to convey an author's meaning with correctness, elegance and spirit, a combination of qualities is required rarely found in a high degree of cultivation. That instruction, therefore, which is necessary to produce correct and finished readers, may be supposed to have a disciplinary power of great value.

There seems also to be an intimate connection between correct reading and correct thinking; and if it be true, as many suppose, that by far the largest share of our ideas come from books, it is of vast consequence that we read with habitual precision.

But to illustrate a generally admitted necessity is of less importance than to lay bare existing defects and to discover their remedy. A loud, clear and distinct enunciation, with proper pauses, inflections and emphasis, are auxiliaries of good reading; but even when combined they do not constitute it. Something more is required. Good reading is primarily an intellectual effort, the absence of which cannot be compensated by any degree of artistic skill in the management of the voice. That adds greatly to the pleasure derived when employed to express those ideas which the mind has accurately perceived; but the first step is, to acquire the precise significance of the words used by the author who is read; and it is that point to which we ask attention—the habit, systematically and invariably formed and cultivated, of studying the meaning, power and use of the words of the English language.

It may be justly said that no well-constructed reading book is beyond

the comprehension of the youngest child for whom it was designed, when instructed with the same degree of care as in other books usually denominated studies; and it is the restricted application of that word *studies* which seems to indicate the omission to be supplied. It is true that letters, words, reading, spelling and composition receive a large share of attention in school. Dictionaries are in common use, and grammar is on the list of books prescribed; and so long as this is the case, it cannot be said without qualification that the English language as a study has never been introduced into Common Schools. But may not the qualification be allowed its full force, and there still remain a great deficiency to be supplied? It is not an inconceivable case, that a person who was once familiar with a foreign language, but who, from long disuse, has now lost all vestiges of the meaning of its words, nevertheless may be able correctly to read, spell and give the syntax of a sentence or page which in all other respects shall be a blank to his comprehension. Such an illustration, while extravagant as to the degree, is true as to the nature, of the deficiency which exists in the best schools in the Commonwealth. Every child receiving instruction undoubtedly attaches some meaning to what he reads; but how many who can read, spell and analyze each sentence, could, if required, give the precise meaning of each word, as distinguished from its synonymes, and accurately state the line of thought marked out by the author? And yet any method of reading less exact than this may be considered imperfect without setting up an unattainable standard of excellence. Teachers are the first to perceive, and the most earnest in deploring, the deficiency; but the remedy, if one exist, is so fundamental in its nature that they may well hesitate in its adoption without a full discussion of any proposed plan and its sanction by the public.

If the value of the study of English language in its connection with reading, and the existing deficiency in this respect, have not been exaggerated, it would seem that the consideration of the remedy cannot be too early commenced, nor be pursued too earnestly.

Beginning with the youngest children in Primary Schools, we find that instruction commences with the form and powers of letters; and when these are taught, they are then combined into words, and these last into sentences. This instruction is systematic, daily and continuous until the child knows and is able to pronounce words wherever he finds them. But if we ask what idea he attaches to these words, the real nature of the difficulty appears. Of many he has not the remotest idea of their significance; of others, and such chiefly as are used in common conversation, his notions are loose and inadequate—depending somewhat upon his associations; and as to the balance, his conceptions may be clear and well defined. And this deficiency exists because such instruction has not been made a part of his education. But suppose it had been otherwise; suppose that instruction in both respects—that is, not only in the name but also in the meaning of words—had been equally systematic and equally continuous, would the deficiency exist in the same degree?

There may be difficulty, without doubt, in accomplishing what is proposed; but is there greater difficulty in one case than in the other? Consider how many times a child requires to be told the name of a letter before he learns it, and with what painstaking he becomes able

to distinguish it from other letters of similar form. And so, too, when spelling becomes a part of his instruction, how patiently he is corrected, and encouraged to try the second, third and fourth time before the teacher's assistance is offered! Suppose, then, that a child who is able to recognize and pronounce words should be required with equal painstaking, systematically and invariably, to attach to them a meaning, or rather the precise meaning which they import; and this, we repeat, not occasionally and for a short time, but during the whole period he remains at school, with such variation in the mode as his progress requires. This would be, in some sense, a study of the English language; and whether effectual or not, one thing is certain, if we may credit the testimony of many witnesses, that no one ever became a master of the language without some equivalent study.

If such a mode of teaching should be thought well of, its value would depend very much upon its accuracy, and would require attention in a new direction on the part of those instructing children. In applying such instruction, as no teacher is satisfied with a mode of spelling which is only approximately correct, so, in determining the signification of words, equal exactness would be required. This hardly needs illustration; but as an example, in spelling the word *book*, the omission of the recurring vowel would hardly pass unchallenged; nor should its definition, unless so stated as to exclude newspapers, pamphlets, handbills, and the various other forms which printing assumes.

If this instruction were invariably to accompany each reading lesson—and the suggestion contemplates nothing less—the teacher might find it necessary to begin with those words which are susceptible of a precise definition within the comprehension of the pupil, leaving for a more advanced stage such as fall properly within the province of grammar.

The foregoing observations have been thus far confined to the study of the English language in connection with learning to read; but they have a wider application. Conversation stands next to the books we read as a means of acquiring ideas; and as an instrument for influencing the opinion of others upon subjects which most generally interest mankind, it stands first. It is a power susceptible of high cultivation; and though it may be questionable whether it can be introduced into schools, in form, as a branch of education, yet it is practicable to require that in the ordinary intercourse between teacher and scholar the use of language shall be entirely accurate. The suggestion goes further than the mere correction of gross inaccuracies of language, and extends to all slovenly and inelegant forms of speech and inadmissible local idioms. To be of any value, the correction should instantly and invariably follow the error; it should be specific, and not general; nor is it sufficient to point out what is faulty, without at the same time supplying the accurate form, and insisting upon its repetition until it is firmly fixed in the mind of the pupil.

The third inquiry connected with the study and use of language is, whether it would be found practicable to insist invariably and rigidly, that all answers to questions, in whatever branches the pupil may be pursuing, should be rendered with entire accuracy of idea and expression, even though the pupil may have stated them substantially, and the teacher perceive that he understands them fully.

## ESSEX COUNTY.

## DANVERS.

The committee, in their last annual report, expressed their confidence in the mode of supervising the schools adopted by the town the year previous. The experiment of intrusting all the schools to the special superintendence of one man had then been tried but nine months; yet, during that brief period, enough had been witnessed to produce conviction in the minds of the committee that the town had by their action taken an advance step in the cause of education. With the added light of another year's experience, this conviction has become still more clear and settled. The system of supervision now in practice is, on many accounts, believed to be the only true system, and the one which must ultimately prevail in all populous towns. It is much better to have the responsibility of supervising the schools rest definitely with one competent person, able and willing to devote himself to the work, than to have it shared indefinitely among nine or twelve persons who, if competent by nature and acquirements, are practically incompetent through the multiplicity and urgency of their other duties.

The theory upon which the present system is based appeals to the judgment of every wise observer of men and things. In all great enterprises there needs to be one master spirit, who has the whole field of operation in mind, who can help to disclose and remedy defects as they appear in any given part of this field, who can give without delay the timely caution, and who can stimulate to new exertion through the impetus received and communicated by himself. The advantages of thus having one responsible person at the head have been apparent in the supervision of the schools during the past year. The committee, after a free and full conference upon the subject, are unanimous in their approval of the present arrangement, and in recommending its further continuance. They believe it to be the best adapted to awaken and call forth the interest of parents, and of the public generally, in behalf of schools; and this belief is founded upon the facts which the past year has disclosed. So far as can be determined, there never have been so frequent visits by parents and others during term time, nor has there ever been so large an attendance at the final examinations. This fact was referred to in the last report as resulting from the new policy. It might then have been considered a more doubtful result, and to be easily explained by the novelty of the experiment. But this explanation can no longer hold; for this year, while the novelty has been less, the fact has been still more marked and encouraging. The influence of the Superintendent upon the scholars is not easily estimated. By the freedom of his intercourse in school, by the kind of questions asked and the manner of asking them, by the mode of conducting recitations, and especially by the admirable tact manifested at the final examinations in testing the real knowledge of the pupils and making it visible to all present, he has accomplished a noble work, which merits

high commendation. But these are not the only sources of benefit derived from his labors. He has facilitated the efforts of prudential committees in procuring competent teachers, and in preventing failures through incompetence. He has encouraged teachers in their arduous and often perplexing duties by his hopeful and suggestive hints. He has, by his quarterly reports to the committee, and by his free interchange of views in private, given to them valuable knowledge respecting different schools and teachers. He has furnished a common standard of comparison by which to judge of their respective merits and deficiencies. He has been the medium of communication between this and other towns in all matters pertaining to education, and has, in these indirect ways, given a publicity to our schools abroad which could not otherwise have been obtained.

The committee, having been witnesses of these happy fruits of the new arrangement, would congratulate the town upon the foresight which led to its early adoption.

#### ESSEX.

In regard to our schools generally, your committee cannot avoid the conviction that very important advantages would result from an alteration in our present school system. We raise more school-money, in proportion to the number of scholars, than many other towns in our county. In this particular we sustain a respectable rank, being the eleventh town in the county on the Graduated Table for 1854, showing the comparative amount of money appropriated by the several towns in the county for the education of each child between the ages of 5 and 15 years. But this respectable standing is wholly lost by us when we come to the comparative amount of schooling given to each child. In this respect we are below every other town in the county. The average amount of schooling in the several towns in the county is not less than nine months, whilst ours is less than five months. This shows, we think, some capital defect in the mode of expending our school-money. It is believed that, with a proper expenditure, our children might have as *much* and as *good* schooling for \$800 as they now have for \$1,300, the sum expended. If this be so, then the town is losing \$500 annually. Or, viewed in another light, their children are sustaining the greater loss of four or five months' schooling, which they might have on an improved system, in addition to their present very inadequate amount.

The Act passed by our Legislature in 1853, to which your attention is to-day called, is evidently based on the assumption that there is some better way of managing town schools than by an adherence to the district system; for it provides that if the town take no action touching this point, then their school committee shall have power to abandon, at their discretion, the district system, and place the schools on some other foundation. But as this would be taking upon themselves a responsibility which we think no discreet committee would under ordinary circumstances be willing to assume, we earnestly hope that the town will take the matter in hand, and say what alterations, if any, shall be made.

The district system, at its origin, was better adapted to the state of society in that day, when agriculture was the principal employment and the population pretty equally well spread over a town, than it is now. The times have changed. Mechanical employments have come in, in addition

to farming, and brought the people into a more compact state. This calls for a different school system. Many towns in the Commonwealth have made the requisite alterations, giving up the district system, and adopting a plan more simple and economical. The experiment, so far as we learn, has been uniformly and eminently successful and satisfactory to all concerned. The new method, indeed, has been so often tried, and with such manifest advantages, that it cannot any longer be considered as an experiment.

The alterations in our school system which your committee propose and recommend may be considered as embraced in their following outlines: The several districts convey to the town their school-houses, to be hereafter town property. The centre school-houses, on each side of the river, to be opened for all the children above 10 years of age,—to be instructed by a male teacher, with such female assistants as may be necessary. The remaining school-houses to be opened for all under 10, to be instructed by females; it being understood that all over this age who live remote from the centre may have the privilege of attending the primary school in their part of the town.

The principal objection, perhaps, to this alteration is, that some of our children will have farther to go to school than they now do. But will they not be more than compensated for this by their increased amount of schooling? If they can have eight months' schooling instead of four, they may stop at the nearest Primary School. It would certainly, we think, cost the town much less to convey to school, daily, the few that live very remote, than to maintain a school of any suitable length in their immediate neighborhood.

We thus sum up, in conclusion, the advantages of the proposed system:—

1. An increased amount of schooling, even twice the amount, for the same money, by employing fewer male and more female teachers:
2. A better expenditure of the labor of the teachers, by having scholars in larger classes, of nearly the same age and standing.
3. Female teachers for the Primary Schools, who, in patience, assiduity and affection, are better fitted to teach young children than males.
4. An equal distribution of schooling among all the children of the town, instead of the very unequal distribution which now exists.
5. Greater simplicity and efficiency in the management of the schools, by consigning it wholly to the town committee, instead of dividing it, in part at least, between the town and district committees, which division tends to an inefficiency and collision often highly detrimental to the schools.

#### GEORGETOWN.

It was the intention of the committee to have taken a general but very brief review of the schools—to have alluded to the unusual interest manifested, and the proficiency made in the art of writing—to the prominence which the study of physiology has attained—to the increasing attention given to moral exercises—and to the important change in our geographical text books. It was our intention to have noticed the unprecedentedly large amount of money appropriated for schooling—to the Act of the Legislature of 1853, by which the town will be called upon to decide whether the district lines shall be continued or

broken down—and also to have submitted a plan for the establishment of a central school for the benefit of a class of scholars in the several districts too old properly to be sent to a female teacher. But we are admonished to close.

#### GLOUCESTER.

The school committee of Gloucester, for the last few years, have endeavored to awaken attention to the importance of the public schools, and it is a source of gratification to be able to state that these schools have now reached that fortunate period in their history which witnesses a general and deep concern, on the part of the public, that they should be advanced to the highest degree of excellence they can be made to attain. They have reached a condition which commands the confidence of the people to such an extent that the private schools have been superseded, and it is not too much to expect that the general interest which now centres in them, as the only means of education to be found in town, will in due time produce such changes as will exhibit the lowest of them in a gratifying state of progress and attainments.

During the past year great improvement has been made in all the schools. They have continued under the supervision of the same member of the committee who has filled the office of superintendent for four years, and to his report, appended hereto, we refer for further information under this head.

#### GROVELAND.

The committee call the attention of the town to the state of the school-houses. Some of those, as, for example, one of the houses in the fourth district, are in a deplorable condition—too small, shattered and broken—discreditable to the town, injurious to the health of the scholars, and rendering a good school almost impossible. It is a severe penance to sit an hour in some of them, so very vile is the atmosphere. We remind the citizens of the town that their children have lungs, and lungs not made of leather; that a supply of good air will be indispensable to health until the laws of the universe are repealed; and that in an atmosphere which has been breathed over and over, and loaded with foul exhalations, *study* is one of the things that cannot be performed, even if life can be, after a fashion prolonged. There may be a miserable, mechanical fumbling over of facts and problems by the fingers of brain too benumbed for any clear and firm grasp; but what can be called study is simply out of the question.

In one of our school-houses obscenity has been charactered upon the seats, doors and walls, until it is an insult to children to send them into it.

The town might easily, by taking a public-spirited course and pursuing it for a few years, provide good houses, without subjecting itself to any excessive and onerous expense. We very earnestly commend the subject to the attention of the citizens, and ask them to take upon it a wise, generous and honorable action. A not unworthy emulation should urge us; for, in the respect referred to, it is feared that we are behind every other town in this vicinity.

By an existing statute the district system falls to the ground, unless sustained by a vote of the town as often as once in three years. We

invite the attention of the citizens to this matter. Our present system is exceedingly cumbrous and disjointed. It is the belief of the chairman, at least, of the committee, that a simpler one might be adopted without any considerable additional expense, and to the very great advantage of our schools. We will not go into detail upon this topic at present, but would venture to recommend the appointment of a special committee, to whom this whole subject may be referred, with instructions to report at some future meeting of the citizens.

#### IPSWICH.

In conclusion, your committee cannot refrain from expressing their gratification in the degree of success with which most of the schools have been conducted during the past year.

To one visiting all the schools, after an interval of several years, as one member of this board has done, the appearance of improvement is very striking. Great progress has evidently been made. The houses, for the most part, are larger, more commodious, and better furnished. The course of study is wider, and more fully accomplished. All these things indicate advancement. They are the evidence and the reward of faithfulness on the part of our predecessors at this board. They are stimulants to energetic perseverance in ourselves. We are here not merely to bear testimony to the good which has been done, and rejoice in it, but to carry the work on, and, as far as in us lies, to perfect it.

#### LAWRENCE.

Provision having been made by the city charter for the appointment by the school committee of a superintendent for the public schools, the report of that officer, prepared in accordance with the regulations adopted by the committee, contains the specific and statistical information which has usually been presented to the town at the close of each municipal year. To that report, which is hereto appended, we therefore refer for an account of the general condition and progress of our public schools, as well as for a statement of his views upon various matters relating thereto.

Although the municipal year commences on the first Monday of January, the financial year of the city does not commence until the first day of March. It has, therefore, been thought unnecessary to go into a detailed account of the expenditures of the school department, which at this time would of course be incomplete, or to recommend, as has heretofore been usual, specific appropriations for the next year. According to the ordinances of the city, that duty will in future devolve upon the committee of finance, who doubtless, when ready to take the matter into consideration, would wish to avail themselves of the views of the school committee, who enter upon office simultaneously with them; and a most friendly communication between the two bodies, if not entire coincidence of opinion, is insured by the circumstance that the Mayor, who is *ex officio* chairman of the committee of finance, is also *ex officio* chairman of the school committee. Thus wisely does it seem to us, this body, whose duties and powers, being derived from the laws of the State, are in some respects of an independent nature, is closely connected with the city government, without whose concurrence and cordial coöperation those duties could be but imperfectly performed, and those powers but



imperfectly exerted. The ready acquiescence hitherto manifested by our fellow-citizens in the appropriation of whatever amount of money has been deemed necessary for maintaining schools of a high order, will not, we trust, in this season of the rapid growth and general prosperity of the city, be turned into indifference; but, on the contrary, we hope that the appetite for education, like other appetites of a less noble character, will grow by what it feeds upon, and that all alike, city government and school committee, superintendent, and citizens, and pupils themselves, will unite in their proper spheres in elevating the standard of public education amongst us.

*Superintendent's Report.*—Notwithstanding the defects pointed out, Lawrence has reason to be proud of her schools. The school-houses, taken together, reflect much credit on the city; the general tone of character among the scholars is high; the teachers, for patience, earnestness and devotion to their duties, deserve much general commendation. The system of gradation and supervision of the schools, and the entire committal of their management to a single committee of moderate size, are favorable to constant progress, and if faithfully carried out cannot fail to insure a high degree of perfection; with no "school districts" and no "prudential committees," we are free from two of the greatest educational drawbacks complained of by our neighboring towns. We have also a liberal and far-seeing public opinion, which appreciates our Common Schools, and generously responds to all reasonable demands in their behalf.

#### LYNN.

The schools, during the year, as will be seen by referring to the details hereafter given, have fully sustained themselves. Their progress has been as great as during the past or any previous year; and their general character and standing are satisfactory to the committee. The instruction in most of the branches has, we think, particularly in the grammar schools, been more thorough than it was during the past year. At the examinations, the readiness and accuracy of the pupils, in their replies to the questions which were put to them, indicated a good mental training on their part, and a familiarity with the principles involved in their studies. If there is any study to which this remark will not apply, it is reading; and if the schools fail in any respect, it is in this. Looking at the relations which the several studies bear to each other, reading, as it is the first in order, and the basis of all others, would seem to be entitled to the first rank. It is not the one, however, in which the pupils have been most thoroughly trained, nor does it receive from the teachers that prominent attention which its comparative importance demands. The pupils in the higher classes find little or no difficulty in calling the words, it is true; but in the tones of the voice, enunciation, and regard to emphasis, much improvement might be made. Proficiency in arithmetic is thought to be a better criterion of the character of a school, and of the scholarship of its pupils, than the other studies pursued; and hence more time and attention are devoted to that than are thought necessary for the others. Preparation for admission into the high school is regarded as the standard of instruction to be sought in the grammar schools, and every thing is made subservient to its attainment. Those studies, therefore, in which the examinations for admission there are supposed to be most crit-

ical, are those which receive the most attention. This course, to a certain extent, is perhaps proper; but it should not be pursued to the injury of those whose course of instruction closes with their retirement from the grammar schools. With these, those studies which are most important for practical use should receive most attention. Among these, reading will certainly occupy the first place; and a higher standard in this respect would be regarded by the committee as an important improvement.

The discipline of the schools is also satisfactory. There is very generally a ready acquiescence in the prescribed regulations, and a prompt compliance with the requirements of the teachers. Without order and quiet in the school room, little study can be accomplished. But a still higher importance is attached to the discipline of the school room. It should have regard to the formation, by the pupils, of habits of application, respect to superiors, and obedience to law, so indispensable to the business man and the good citizen.

#### MARBLEHEAD.

There is much in the character of the Free Schools of Marblehead, in their present condition, to encourage the friends of education in earnest and continued effort in their behalf. The retrospect to the committee is pleasing. Within the past year the average attendance upon our schools has sensibly increased, and your committee are convinced that it evinces a growing interest in the welfare of the children of the town, and the promise of an increasing liberality in furnishing the means of public instruction. The spirit which once cavilled at free education is dying out and a new and better judgment is taking its place. Men no longer ask, Which is the better method of instruction, the private or the free school? The fact that freedom is essential to the perfect development of any system, is beginning to be understood and appreciated. And we think the day is not far distant, when no murmur will be heard among the citizens at any expenditure for public instruction—if demonstrated to be necessary—whether in the building and furnishing of schools houses, or in the salaries paid to teachers. There are among the survivors of past generations but few who think the quantity and quality of education which they enjoyed sufficient for any generation to come; an opinion, however, entertained only by those who value dollars more than education, or who have no hope of the future, as likely to be freighted with more manliness and a higher intelligence. We believe that the majority of our present population entertain other and quite different ideas upon this subject.

#### NEWBURY.

As the labors usually devolving upon the school committee have, in a great measure, been performed by other officers of the town, we shall not burden your patience with a very long report of what *we* have done. There is one thing, however, which the last year's committee commenced, and which we have enforced with considerable success, where the prudential committees have coöperated—that is, a fuller attendance of scholars at their schools; and though the measures of the committee have met with considerable opposition and dislike, yet we are happy to say that, in some of the schools, the average attendance has never been

so good, when compared with the whole number of scholars; and we think that the town will acquiesce in the plan which we have pursued.

This committee have felt it to be an inconvenience, detrimental to the good management of the schools, that our body has consisted of too many members to act with desirable harmony, and a knowledge on the part of each one of the plans of the whole; we would therefore recommend that a smaller number be chosen, or that the town choose some member of the school committee to act as superintendent of schools, and that the other members act as his council; this could be done by the committee themselves, but we have thought best to propose the plan to the town for its sanction. We are confident, on our part, almost unanimously, that one man could act with more freedom and more to the advantage of the schools than any body of men can, as has been proved in many towns of this State which have chosen such an officer as we propose.

#### NEWBURYPORT.

The committee gave immediate attention to these pressing wants, and memorialized the city government upon the subject. And, although the particular plans which they recommended were only partially adopted, yet they cannot but rejoice and congratulate the city that so much has been done, and upon the whole so effectively and judiciously, during the year, for the accommodation of our schools. The old town house, upon the Turnpike, has been converted into a beautiful and convenient building for the Brown High School, which has already shown the benefit of this transplanting. A substantial brick building has been erected on Hancock Street, which furnishes excellent rooms for the Grammar Schools of that ward. The building at the east end of the Mall, formerly occupied by the Brown School, has been so fitted up as to make very pleasant accommodations for the Male Primary Schools lately kept in Brown's Square and in Temple Street; and the good room thus vacated in Temple Street has been appropriated to supply the want which has recently been so much felt, of an additional Primary School for Girls. And all this has been done with very moderate expenditure. The provision proposed for the Primary Schools in Ward One has not yet been carried into effect.

Good school buildings do not of themselves make good schools; but they are an important means to this great end; and without them the difficulties of good instruction and of good discipline in our schools are greatly increased. The school-house is, for a large portion of the waking hours of each day, the home of both teacher and scholar. Make this home disagreeable and annoying, and you do much to diminish both the excellence of the teacher's instruction and the attention with which it is heard. His interest in his school, and even his temper, are in danger of suffering. Make the scholar uncomfortable, and he will be restless; and there will be great risk that this restlessness will seek relief in mischief.

The very idea of a school seems to imply two things—study on the part of the scholar, and instruction on the part of the teacher. The former must of necessity be individual; it must be performed by each scholar for himself, and it must be performed by him just as if there were no others in the school. The latter also should in part be individual—addressed to a particular scholar, and to meet his particular wants. But, in order to

attain any great efficiency in our schools, it must be chiefly collective; that is, addressed at the same time to a whole class of scholars, and to meet their common wants. If, in a school of fifty, the instruction were all individual, it would amount to only about three minutes in a half day to each pupil. But if this school were instructed in five classes, each pupil would receive on an average instruction for half an hour each half day; if in three classes, for fifty minutes; and if in two classes, for an hour and a quarter. And if the classes are properly constituted, this instruction commonly becomes, through the aid of our social nature, even more effective than if the same amount were addressed to each scholar individually. But for success here, it is indispensable that the pupils in a class should so agree in their powers and proficiency that they can learn the same lessons, and that they may require and be able to appreciate the same kind of instruction. If the agreement is merely general, with many diversities, still it is better that they should be classed than that they should be taught singly. But it is evident that, the closer the agreement is, the more perfect can the system of instruction be made.

A most important step was taken by our predecessors towards a good classification, when they divided our schools into three grades, viz., Primary Schools, Grammar Schools, and High Schools. The course of studies properly belonging to each of these grades requires on an average about four years; so that should a new class enter each year, which is, we think, often enough, there would be a general division of the scholars into four classes. This, with a single teacher to each school, would allow each scholar upon an average nearly forty minutes of instruction each half day, or about an hour and a quarter for the whole day. This was a very great improvement upon the system which had preceded. New studies could now be introduced into the schools, and new progress was made in the old studies. But as, by a beneficent law of Infinite Goodness, good leads to good, and better requires still better, this very improvement showed the necessity of still further improvement. The hour and a quarter, when divided among reading, and spelling, and defining, and writing, and arithmetic, and geography, to say nothing of higher branches, allowed very little time to each study, and, though sufficient for some scholars, was found quite inadequate for the best improvement of the pupils as a whole.

A few years ago, therefore, the process began of increasing the size of our schools, and employing more than one teacher in each of the large schools. The experience of each year has shown more and more the advantage of this. The general division into four classes was found to suit a large grammar school no less than a small one. And, as the large school had now two teachers instead of one, such a general division of duties could be made that each teacher should devote his time to two classes instead of four. The amount of instruction given to each class would now be doubled, and would have reached the point which we regard as ordinarily most advantageous for the pupils in our public schools. We can, of course, only adopt here a general rule. Some scholars profit more than their associates from individual study; while to others the communications of a teacher are more important and more valuable. On the other hand, some teachers are more successful in securing individual study; and others, in imparting knowledge by class instruction. Much depends here, as elsewhere, on the age, genius, taste, and previous training of the

pupil. But in general, we believe that, in our common schools, the time is best apportioned when it is equally divided between individual study and class instruction, and when these regularly alternate with each other at short intervals. In a High School, these alternate periods of study and instruction may be profitably of about an hour each; but for most of the pupils in our Grammar and Primary Schools, we are convinced that they should be shorter, commonly, perhaps, not more than half as long. Young pupils can usually give but a short time to uninterrupted study; and long recitations become wearisome to them.

The committee have been deeply impressed with the importance of extending this improvement to our Primary Schools. In these schools classification is more difficult than in the higher schools, and it is evident that, the younger and less advanced a pupil is, the more does his improvement depend upon the direct instruction of his teacher, and the less upon his own individual study. Until he is able to read, how much can you expect him to do with learning lessons at his seat? And in the first years after he has learned to read, how long a period of continuous study can you require from him, or how much can you expect him to understand of his lessons without familiar explanation from his teacher? The importance of this improvement in primary schools forms the subject of an extended argument in the last Annual Report of the able Superintendent of Public Schools in Boston. "If the pupils," he urges, "in the schools for the younger children, were classified on the plan adopted for the Grammar, the High, and the Latin Schools, the teachers in the Primary Schools would have less than half as many daily class-exercises, and they might render their labors almost twice as useful to their scholars, disciplining their minds aright, and advancing them more rapidly in their studies."

At the commencement of the last term, opportunities occurred of uniting six of our Primary Schools, so as to form three double schools upon the plan above recommended. The results, so far as the committee have had an opportunity to observe, have proved highly satisfactory. If further experience attests the correctness of their views, and of the similar views of their predecessors, they cannot but hope that their successors will avail themselves of such opportunities as may from time to time occur, of extending the same improvement to our remaining Primary and Grammar Schools.

From the greater number and variety of studies in our High Schools, a similar completeness of instruction cannot be attained in one of these schools without three teachers. The Female High School has been thus favored from its organization, and has been much indebted for its very gratifying results to this circumstance, as well as to the excellence and the permanence of its instructors.

## MIDDLESEX COUNTY.

## CAMBRIDGE.

The school committee report, that the past year has been a period of almost unmingled prosperity for the schools of Cambridge. But few changes have been necessary in the establishment. We retain, for the most part, the services of our former tried and faithful instructors, and the experience of another year has only served to convince us that the arrangement of studies is judicious, the selection of text-books fortunate, and that the system is so well balanced as to cause the pupils, the teachers, the committee, and the citizens generally, to labor together harmoniously and efficiently in carrying on the great work of education. Parents and guardians appear not only to be satisfied with the schools, but to be proud of them. We hear no complaints, we receive no remonstrances; and the constantly increasing attendance of parents and other citizens at the public semi-annual examinations is but one indication among many that the people feel a lively interest in the success of the teachers, and do not grudge the cost of maintaining the system.

Perhaps the most decisive test of the efficiency and success of the public schools is the inability of private schools to sustain competition with them. Nowhere is this test more fully applied than in Cambridge, and the result of its application is perfectly satisfactory. Our population is large, and a fair proportion of the citizens are in prosperous circumstances. Private wealth abounds, as well as the inclination to use this wealth liberally in giving to the children the best means of instruction which wealth can purchase. In proportion to its population, Cambridge is as able as Boston to support expensive private establishments of education. But where are such rivals to our High School and our Grammar Schools? There is one endowed Academy, which has long had possession of the ground, which has the aid of a considerable fund, and has enjoyed the services of many eminent and faithful teachers; yet, if we may judge from the indications of the last few years, it is not likely to exist much longer. No other private institution for scholars of the same age exists among us, and there appears to be no wish to create one. The number of Cambridge children, moreover, who are sent to similar establishments in Boston, or elsewhere, is very small, and seems to be yearly diminishing. If there are a few private schools for very young children, they have been established rather for the benefit of the teachers than of the pupils, or children are sent to them not so much for the instruction they afford as for the sake of that kindly maternal oversight and guardianship which can be exercised over half a dozen or a dozen scholars, but not over a large school. In fact, then, private schools in Cambridge have been killed out by the excellence of the public establishments, just as costly exotics in a garden are often displaced by the vigorous vitality of the original children of the soil.

We value this fact, not only as a mark of general confidence in our

teachers and of approbation of the system of instruction, but because it tends to the support and improvement of that system. The burden of supporting the Public Schools is less felt when there is no class in the community who are not only obliged to bear their part of that burden, but also feel themselves induced or constrained to meet the very considerable expense of educating their own children at near or remote private institutions. Moreover, the Public Schools, the natural growth of a republican soil and republican manners, do not and cannot perform all their proper work unless all classes of children are collected in them, the poor being kept in countenance by the rich, and the invidious remark thus disproved, that they are pauper or eleemosynary establishments. The great obstacle to the success of public institutions for education at the South and South-west is, that they are so regarded, and then even the poor become too proud to send their children to them. Here our Common Schools are not only republican, but republicanizing institutions; the children of all classes being brought together in them on a footing of perfect equality, those of the poorest class being elevated in appearance, in manners, and in self-respect, by familiar intercourse with those who come from wealthier parents, and the latter occasionally learning a useful lesson in humility by being outdone in scholarship by those whom they are too prone to regard as their inferiors.

These indirect advantages of a Common School system, standing on a broad and deep foundation in public favor, may not so often attract notice as its immediate and palpable benefits, in raising the moral and intellectual condition of the whole community, purifying the tone of public sentiment, and actually enlarging the economical resources, or the means of wealth, of the nation at large. Yet the former ought not to be lost sight of when we are counting the cost of the establishment, and endeavoring to be frugal at the same time that we are public-spirited and generous. The committee acknowledge with gratitude that the schools already stand high in public estimation, at the same time that they wish to elevate them still further. One gratifying proof that they rest on a solid basis is, that the dissensions of parties and sects, which mar so many public enterprises, never interfere with the prosperity of the schools. Amid the various noises of a school-room, we never hear the din of controversy, either political or religious. Whig and Democrat, Catholic and Protestant, Orthodox and Heterodox, feel an equal interest and an equal pride in the system of public instruction. What is called the republican principle of "rotation in office" is never thrust forward as a reason why we should turn out an efficient and successful teacher, though he has grown gray in the public service. On the contrary, the instructors who are really worthy of their places feel that they hold them by a tenure as secure as that of the Judges in the Supreme Court, whose continuance in office is guarantied by a clause in the Constitution; and, on the other hand, those who are not worthy of them are conscious that they are in imminent danger of dismissal, whatever good services they may have rendered as Whigs, or however "sound and orthodox" may be their opinions. In one sense, the patronage of the School Committee is considerable. We have under our absolute control, for the year, thirty-eight Public Schools, taught by sixty-one teachers, whose salaries in the aggregate amount to about \$24,000 a year. Yet the newspapers, which often manifest an earnest solicitude

lest the office of a tide-waiter or a constable should be given to an unworthy incumbent, or to one who is unsound in his opinions upon the tariff or the Nebraska Bill, never undertake to interfere with the appointments to the schools; and though the committee may sometimes make a mistake by appointing an incompetent instructor, (a mistake which they are always in a great hurry to rectify,) we have never heard that they were accused, or even suspected, of making an injudicious appointment for political or sectarian reasons. This immunity of the Public Schools from any disturbance by the most frequent causes of public controversy must proceed from an instinctive belief, on the part of the people, that there is something higher and better than political strife or sectarian propagandism, and that something is the system of popular education.

In presenting the claims of the Cambridge Schools to public confidence and regard, the committee are not at all inclined to keep out of view the cost of them. About one-third of the sum annually raised in this city by taxation is expended upon the schools. During the last year, the aggregate of the salaries paid to the teachers has been \$23,987.00; of the incidental expenses, care of school-houses, furniture, &c., \$2,263.26; for fuel, \$1,640.24; for *ordinary* repairs of the buildings, \$1,115.64; \* making a total of \$29,006.14. Taking the summer and winter terms together, the average number of children instructed in the schools has been about 3,000, so that the cost per head for tuition has been \$9.67. Any parent would consider this last sum as a very moderate charge to be made by the teacher, if he sent his child to a private school. The sum is not so large in proportion as is paid for Public School instruction in Boston, and some other cities and towns in the Commonwealth. It is large in proportion to the other city expenditures, yet very small when compared with the value received for it, with the number of children taught, and with the extent and thoroughness of the instruction afforded. For this sum, all the children in Cambridge, between five and eighteen years of age, have a course of instruction opened to them, extending from the first lessons in the alphabet to the completion of the course in the High School, which course includes an introduction to the Latin, Greek, and French languages, all branches of mathematical knowledge below the Calculus, nearly all that can be taught in school respecting the English language and literature, and as much knowledge of the elements of the moral and physical sciences as is usually attained before entering college. It is not too much to say, that what is now taught in the Cambridge public schools is equal in extent and practical value to the best education which our colleges could afford three-quarters of a century ago. Is the sum of \$29,006 a year too much to be paid for opening the avenue to such an education to 3,000 children? It is true that comparatively a small number of them avail themselves of the *whole* of these advantages. But the course is open to all who have time and inclination to complete it. Forty or fifty do complete it each year by graduating at the High School; and those who advance no farther than the end of the Grammar School course, still enter upon

\* During the last year, there have also been expended \$2,674.75 for the completion of the Putnam School building, and \$570.00 for repair of damage to the Harvard School building by fire. These two sums are properly chargeable to *construction* account.



the active duties of life with a better education than is attainable by one European child out of a thousand. Can it be said that the other two-thirds of the annual expenditure of the city of Cambridge produce equally extensive and valuable results with those here enumerated?

The Committee have recently deemed it necessary to adopt one measure, which will nominally increase in a moderate degree the expenditure on the schools for the future. It is matter of common observation, that the value of money has been depreciating ever since 1850, or, what amounts to the same thing, that there has been a general rise of prices.

It is due to the instructors of our public schools, than whom a more useful and deserving class does not exist in the community, to say, that they have been the last to ask for, and the last to receive, their share in this general rise of wages. The School Committee take all shame to themselves that they have allowed the action of Cambridge in this respect to be anticipated by that of Boston, Roxbury, Charlestown, Worcester, and several other cities in the Commonwealth. But after giving the subject full consideration, they at last voted unanimously a moderate increase of the salaries of the teachers, to take effect from the 1st of March, 1854. This increase amounts altogether only to \$2,725, being an addition of less than twelve per cent. to the sum paid for salaries the last year. The larger portion of this increase has been allotted by the Committee to the male teachers, who, being married men, with families to support, have necessarily suffered most from the rise of prices. Furthermore, the higher class of our female teachers already receive salaries not more than fifteen or twenty per cent. below those of the corresponding class in Boston; while even the enlarged pay of the principals of our Grammar Schools is still thirty-three per cent. less than that of their brethren in the neighboring city. To all the female instructors who were receiving not more than \$300 a year, the Committee voted an addition of only \$25 per annum.

#### CHARLESTOWN.

The principle, that every child should have a right to share educational advantages, and that property should pay for them, is a sound one; and were an order to go out depriving any portion of the youth from the enjoyment of this right, it would create a stamp-act ferment. And yet it is no less strange than true, that there are in this city, as in every large city, many who do not avail themselves of these priceless advantages that are thus so freely provided for them. This neglect is intimately connected with the subject of juvenile vagrancy and crime. During the past year efforts have been made to check this in this city. Though the truant laws have been in force, yet the milder corrective process of personal intercourse with the youth and with parents and guardians has been more effectually resorted to.

The Board appointed Rev. O. C. Everett, one of its number, as a special agent to look after truants, and he was induced to accept on the understanding that he was to act rather the part of a friend and counsellor than that of a police. In such a spirit he applied himself to efforts to check the neglect of early opportunities for instruction, and his labors have been both with the parents and with the young. In the discharge of such a duty he has made an elaborate report to the Board containing the results of his observations.

On applying to the teachers of the Grammar Schools, the gratifying fact was established that truancy among their regular pupils was not an extensive evil. Two of the schools afforded a list of two each, one of four, and one of ten names. Thus, truancy, or absence from school without the parents' permission, was not a widespread evil. Absence from school with the consent of parents is no uncommon occurrence. But another gratifying fact was elicited; that the great irregularity in the attendance was on the part of a few, which, of course, depreciated the average attendance of the whole school. Even with this drawback of a few, the average attendance of the regular pupils is significant, for in the first divisions of the Grammar School it is as high as eighty-seven per cent., and in the lower divisions it does not fall below eighty-one per cent. On this result the report remarks, "When we consider the great diminution in averaging, which is caused by the irregular attendance of a very few, and especially by the great diminution of members on stormy days, we may well be proud of our excellent system, showing a very fair interest on the part of pupils and parents, and that the teachers have not been idle or labored in vain. There is doubtless more irregularity than there ought to be. Many trifling excuses are allowed, which a proper regard for the importance of education will not for a moment tolerate. We may take courage, however, that the system of education here established works, if not perfectly, yet admirably."

The report of the agent presents facts of interest as to the localities where the most neglect to attend school is seen, and as to the causes of this neglect. He names three, the Fitchburg Railroad Depot, the Point, and the Navy Yard Gate. The report remarks as to the latter:—

"I visited more frequently in the neighborhood of the Navy Yard Gate, and have succeeded in securing several at the Intermediate School. Several also found employment. My visits thus far seemed to have had some influence, as they bestirred the young, or their parents, to seek situations of usefulness. I endeavored to see and speak with the parents and their children, and to set before them the advantages of education, and the evils of vagrancy and ignorance. In a few cases I provided suitable clothing, and so encouraged their attendance on school."

In relation to the causes of truancy the report states: "I have endeavored to find the causes of truancy, that some remedy may be suggested. The evil exists chiefly among the children of foreign parents, and proceeds in part from the ignorance, poverty and inefficiency of parents, and in part from the temptations to which the young are exposed, and in part to the want of interest in their schools and studies. An efficient parent will not allow the habit of truancy to be formed, and an intelligent parent will not be deceived, blinded, cajoled by the artifices and excuses of the young. The first offences are too often palliated and excused, and later offences are committed and unheeded. Many parents, therefore, have only their own weak folly to blame for the confirmed truancy and gross ignorance of their children.

"The poverty of parents sometimes leads to this evil. The mean and ragged garment deters the young from attendance. The tardiness occasioned by the disorderly habits of the household, and by the irregularities of the timepiece, induces others to stay away, while the igno-

rance or absence of the parent prevents an excuse being written or obtained. The scanty supply on the table drives others into the streets, to improve any opportunity to get a few coppers wherewith to gratify more than the cravings of hunger. So far as the parents are in fault, this can be remedied only by timely aid and judicious counsel. They need friendly visits from teachers, that they may be informed of the regulation of the school and the government of the teachers, and encouraged in their endeavor to manage a numerous household and prepare them for a decent appearance in school."

The great object is, to induce all the youth of the city to avail themselves of the benefits of a thorough system of education. But it is too true that there are numbers here who in the dawn of life neglect such opportunities. In such cases the causes may be traced to deficient home management. Some pursue a course of vagrancy; others neglect school to gain the pittance necessary to support their parents; a few are truants; some are stained with early crime. Juvenile neglect and carelessness and depravity are the usual incidents of city life. How many of the youth of this population are thus growing up, there is no means of knowing. The city has no adequate means provided whereby properly to treat this juvenile disease. It needs a house of reformation for juvenile offenders. During the last year, in a few cases of pilfering, the offenders have been sentenced to the State Reform School.

This subject is earnestly commended to parents and guardians. In connection with it, is the prevalent habit of allowing boys who attend school to be in the streets evenings, and even until late at night. This practice is pregnant with many evils. In fact, the whole system of home management bears intimately and powerfully on the welfare of the schools. It should be constantly remembered that the parents, guardians, or friends of the pupils can do much to aid the teachers and the committee in the work of education. Indeed, it is not so easy to measure the extent as it is to witness the effects of home influence on the public schools. It can injure them, or it can benefit them. It can add to the evils of tardiness and absences by undue indulgence in granting excuses, or it can insure regular attendance by constantly enjoining punctuality; it can render healthy government difficult, if not impossible, by listening too readily to exaggerated representations as to discipline, or it can make discipline easy and salutary by conferring in a spirit of confidence with the committee or teachers in difficult cases, and by inculcating the duty of cheerful obedience to the rules of the school; it can make a resort to corporal punishment at times a necessity, by relying on it as the chief means to insure good behavior, or, by habitually employing the modes of kindness and persuasion, it can do much to banish the rod entirely from the school-room; it can be indifferent to the intellectual or moral progress of the scholar, and thus beget indifference in return, or it can keep the watchful eye on the conduct, and exhibit the sympathizing interest in the studies, and thus awaken powers, foster zeal, and encourage youthful and susceptible minds and hearts to go steadily on in the path of progress. The proper home influence most assuredly will aid immensely the efforts of the capable and faithful teacher; and the great fact cannot be too often or too earnestly presented.

The care of the schools has become as important as it laborious.

The duty of watching the progress of thirty-six hundred children, of seeing that no abuse creeps into their government, or that no sluggishness pervades their instructors, is of itself an onerous work. It would be beneficial to have the criticism of one fully competent mind on all. In addition to this, there are the varied labors of discipline, the care of the rooms and the selection of teachers. So large has become the interest to be looked after, that the expediency of employing a superintendent of the schools has been often suggested. This, however, the committee leave for the consideration of their successors, with the expression of the opinion that such an officer would render valuable service to the city.

#### FRAMINGHAM.

Widely different views prevail in regard to the theory and methods of education. While there is general agreement in reference to the growing estimate of its importance, diverse and conflicting opinions are adopted as to the primary purpose of education, and of course as to the methods of attaining it; for the theory of education which is adopted will subordinate all the processes to itself. Complaints are urged against teachers, not unfrequently, for introducing methods of instruction which have the sanction, not only of your school committee, but of the Board of Education and the most experienced and successful educators in the country. The chief cause of these objections appears to be the novelty of the measures adopted. The reasons that favor them are not understood. The whole subject, therefore, requires discussion.

It is especially demanded, by the peculiar state of our educational interests, to present to our fellow-citizens those considerations of a general nature which most directly affect the welfare of our schools. In regard to these fundamental principles, there is need of harmony of sentiment and of action between the committee, teachers and parents. The plans of your committee cannot be carried out successfully without the general and cordial coöperation of parents.

Before giving a "detailed report of the condition of our schools," it seems to be necessary, to meet our own exigencies as well as the requirements of the law, to "point out particular improvements and defects, and also to make such suggestions as will best promote the interests and increase the usefulness of our schools."

*The Purpose of Education.*—Many parents seem to labor under the mistaken impression that the attainment of knowledge is the first and chief thing to be aimed at in school, while the training of the faculties is regarded by them as a matter of secondary importance. The power of repeating, parrot-like, what has been crowded into the memory, is looked upon as the highest evidence of scholarship. The quantity, rather than the quality, of attainment, is with them the test of improvement. The great work of education is thus reduced to a mere system of mnemotechny. Instead of seeking to discipline and develop the faculties of the pupil, his mind is treated as a mere receptacle, which is somehow—and in their view it matters little how—to be filled.

It is not strange that, where such views prevail, a mechanical method of instruction should be adopted, which goes through a certain routine of mnemonic exercises, without any definite aim to train the mind and awaken thought and reflection. Nor should it be a matter of surprise,

when we witness the legitimate results of such a system, and see pupils pass through the ordinary course of study with little control over their minds, utterly deficient in the power of application, with little interest in study, and without any purpose or prospect of future improvement. Thus the most ample and varied acquisitions become of little worth, because there is no power to use them, to arrange and classify them, and form new combinations. For it is the power of using the faculties and resources of the mind in which lies the secret of success.

All the elements of the several branches may be fixed indelibly in a child's memory; he may have the leading facts and principles of the sciences upon his tongue's end, and become a walking encyclopædia, and yet be only a learned driveller. He can tell you what he has read or heard, and nothing more. Take him off the beaten track—ask him any inference from the stores which he has gained memoriter—and he is dumb. He has not learned to think for himself, nor ever dreamed that the great object of all study is to draw out and exercise the reflective faculties.

The habit of learning words and formal propositions, without understanding their meaning, is still too prevalent in our schools. This practice arises from the mistaken theory of education under consideration. Such superficial attainments are always chaotic, and often worse than useless. They lead the pupil complacently to imagine that he has the substance, when he has only the shell and semblance, of knowledge. He has studied the book, but not the subject of which it treats. A sense of our ignorance is the first step towards knowledge; but a system of instruction which leads pupils to over-estimate their attainments, fosters conceit and indolence, and removes the incentives to study.

When a teacher retains a school for a single term only,—as has formerly been the practice in this town,—he finds it easier to hear recitations repeated by rote than to secure the thorough comprehension of the principles which they involve. He is strongly tempted to overtask the memory, for the sake of flattering parents with the desired tokens of progress. This course is more productive of immediate and showy results. It is supposed to make a fine display at examinations. Hence the lesson must be committed to memory, whether understood or not. The pupils must rehearse fluently, although, to borrow a simile of Lord Bolingbroke, "they rattle on as meaningless as alarm clocks that have been prematurely sprung."

It sometimes appears to be the chief aim of the teacher, and still more generally of parents, to secure simply a rapid rehearsal of lessons and text books—as if the repetition of the words, with a voluble tongue, was ample evidence of the acquirement and comprehension of the thoughts. But it is doing violence to the soul, to its innate love of truth, and of growth by the nutriment of truth, to feed it thus with the mere "husks of knowledge, rather than knowledge itself." Such training is quite as likely to make pupils flippant as fluent. They learn every thing, and know nothing. They pursue too many studies at a time, and are encouraged to enter upon advanced studies before they understand the simple rudiments. They forget that true progress depends less on the number of branches pursued than on the thoroughness with which a few are mastered. Undertaking to learn too much, they become smatterers in every thing. Their acquirements are as superficial as they are exten-

sive. Their knowledge will be more apt to make them wordy than wise; and

“Words are like leaves; and where they most abound,  
Much fruit of sense is rarely found.”

They seem to act upon the principle that “knowledge is power,” but not in the sense of the great author of this maxim, who also tells us that “knowledge is the concoction of reading into *judgment*.”

Your Committee have not been able wholly to remedy this evil in some of our schools. A serious difficulty is found in the want of just and intelligent views upon the subject. It is not always the teacher who is most popular with the parents, who seems to your Committee to be doing the best work for our children.

The evils to which we have adverted are the natural result of an erroneous, but prevalent, idea as to the primary object of education. This error is fundamental. It would greatly impair the best system of instruction. Correct views on this point are of so much importance as to justify and demand a full discussion of the subject in the report of your committee. It is very desirable that parents, as well as teachers, should thoroughly investigate this topic, and acquire definite and settled views upon it, in order that there may be harmony of plans and sentiment, and efficient coöperation between them.

A want of agreement and of concurrent action on this point has been the occasion of serious embarrassment to our teachers. Parents frequently complain because their children are “put back.” One of the greatest obstacles to thoroughness, and one which our teachers are continually encountering, is found in the impatience of pupils at reviews, encouraged and sustained by the undue eagerness of parents to have their children get through the text books.

It should therefore be clearly understood, that the object of education is always twofold—the acquirement of knowledge and of mental discipline, but that the latter of these is by far the most important.

The training of the mind is of more consequence than the storing it with facts. However valuable these may be, they should be learned, not primarily for their own sake, but as instruments of forming right mental habits. All the teacher's plans and methods of instruction should be modified by the paramount consideration that the prescribed studies are to be pursued, not as ends, but as means, to the higher end of drilling and developing the mental powers. Knowledge is indeed essential to education; but, as we have already shown, does not constitute it. If right habits of mental activity and self-reliance are formed, knowledge will come in due time, as a matter of course. Any degree of knowledge without mental discipline will be of little use. It is the discipline of the intellectual and moral faculties that constitutes the man, and gives him his individual character and power. It is by the means of this discipline that he will be able to excel in any pursuit or profession.

Boys or girls educated on the system advocated will have clear ideas, and know what they are talking about, when they talk at all. If they undertake to write, they will be capable of concentrating all their powers upon a given subject, and will write sensibly and to the point. If they are called, in the business of life, to decide in some novel emergency,

they will think accurately and decide promptly, because they know where to look for the solution of the problem. The wide field of knowledge is no longer a labyrinth to them, for they hold a clew to it in a thoroughly disciplined mind.

Now, the object of the common school is not to finish the education, but to lay the foundation for future and higher attainments; to teach the pupil how to study, and to inspire him with a love of learning. If this be done, he will, for the rest, educate himself. He will feel that his education is only begun when his school days are ended. To complete it, will be the aim and pleasure of his life. Place him where you will, let his calling be what it may, he will find leisure for study, and will feel an insatiable desire for self-improvement. Every child can ordinarily be so trained that he will be a scholar through life, and occupy the intervals of labor and business engagements in the cherished work of mental improvement. This great end of study should determine the methods of instruction. Such discipline is not to be gained by learning a few text books by rote, nor by any degree of skill in mnemonics. It is the result of mental discipline, secured by close application and the thorough understanding of every branch pursued.

From what has been said, it is obvious that it is the teacher's chief business to see, not how much he can get into the heads of his pupils, but how much he can get out of them. Drawing out is, in the end, the best way to put in. The culture of the mind is to be measured, not by what it contains, but by what it can do. Efficiency is the proper test of mental improvement.

Enough has been said to show that the teacher should make every effort to awaken and sustain a spirit of self-reliance. He should throw the pupil upon his own resources, and make him feel that he must train himself by his own efforts. In reference to education it is preëminently true, that "every one is the architect of his own fortune." In the breast of each pupil are the germs of those plastic faculties which he can mould and shape as he will, and which, if rightly trained, will secure his usefulness and happiness. They are always the best taught who in the highest sense or term are self-taught, who make use of the lessons of their teachers chiefly as guides in the work of self-training. The best scholars in our schools are those who lean least upon their instructors, and rely most upon themselves.

It is the teacher's office not so much to impart knowledge as to show his pupils how to get it, to give a strong impulse to their minds, and lead them, in conscious self-reliance, to put forth their utmost energies. He will thus inspire them with a love of study and a delight in mastering difficulties, till they feel all the incitements of victors, and are encouraged to go on from conquest to conquest.

To train a school to such habits of study is no easy task. Under the most favorable circumstances, it will involve great difficulty and demand persevering effort. The accomplishment of this one result is the greatest achievement of the successful teacher. It is the cardinal secret of a good education. These principles should guide us in the selection of teachers; and any one who, on trial, is found to lack this important faculty, however excellent in other respects, and however popular in the district, is not equal to the responsible task assumed. It is a radical defect, for

which no degree of literary attainments or suavity of manners can compensate.

*Importance of thoroughly qualified and permanent Teachers.*—Under our old system of semi-annual changes—with male teachers in the winter and females in the summer—such a result as we have above described is little less than an impossibility. There can be no definite system, no well-defined plan, consistently sustained and carried out. It often requires nearly a term to initiate a new teacher into the plans of the committee. He cannot, in less time, get his own plans and processes fully into successful operation; and the result is, the neglect of system. The conviction, that there will not be time to carry out any settled policy, discourages the attempt.

When employed for a single term, our teachers uniformly said that they accomplished very much more the last half of the term than they could effect in the first. Our old practice of “rotation in office” involved a dead loss of more than thirty per cent. of our expenditures for schools. It is a conceded point, among successful teachers, that a second term is worth one-third more than the first. A teacher must *learn* his pupils before he can successfully *teach* them. Until he knows the peculiarities, the attainments and wants of each pupil, he cannot adapt himself to them, and must work in the dark. But a permanent teacher, who knows every scholar, every class, can enter upon a new term without any abatement of interest, and at the outset suit the modes of instruction to the character and standing of each pupil.

What would be the effect of a semi-annual change of clerks and book-keepers in our mercantile establishments, or of superintendents and overseers in our manufactories, or of financiers in our banks? Shrewd business men never make such blunders. Such changes would be ruinous to any worldly enterprise; and the evils are, to say the least, no less ruinous in schools. No one can teach *thoroughly* without a *thorough* acquaintance with his pupil. He must learn both the faults and excellences of his heart, and the difficult and easy processes of his mind. He must avail himself of every means to find out his entire character, as a discriminating physician watches closely all the symptoms of his patient. To decide what ought to be done for him, he must know what he is. However large the school, an intimate knowledge of each pupil is essential to his thorough instruction. This knowledge cannot be obtained intuitively, or by the facile process of phrenology. It is only the result of patient and long-continued study; and it is worth all the labor it costs. This most valuable acquisition belongs only to the permanent teacher. It is his most available capital.

The *studies* and *training* of teachers should be such as to facilitate the knowledge of individual character, and enable them to analyze the mind of a child—to understand its elementary powers, and their mutual connection and dependence, and the order and method in which they are to be addressed and developed. It is the great business of the teacher to work upon the mind. It is in the sphere of mind that he lives, and acts, and operates. Hence it is obvious that he should understand the philosophy of the mind. Its profound and comprehensive principles should be familiar truths. The art of applying these principles should be no less diligently studied. It deserves the name of an Art. In its right culture and exercise, as well as in its refining, elevating, æsthetic



influence, it is not a whit inferior to the noblest arts. It is an art based on the noblest science—that of mind; and directed to the noblest end—the culture of the immortal soul.

In the Normal School, the theory and practice of education are studied both as a science and an art. Teaching assumes the character of a distinct profession; and no profession more imperatively demands a distinct school for instruction in its appropriate science. It is a difficult science. It includes, as already indicated, the study of character—the laws and capacities of the juvenile mind—the philosophy of persuasion, of discipline, and of influence, in its application to the young. The highest literary attainments can form no substitute for this knowledge of character.

The process of studying any given subject for the mere purpose of recitation is a very different thing from that required for the purpose of teaching the same branch. The one exercises chiefly the memory, the other the judgment. But when a subject is studied, with the intention of explaining every difficulty it contains to the comprehension of a child, it must be thoroughly understood in itself and in all its collateral relations. There is a great variety of methods of illustrating the same lesson; and only the teacher who understands both his profession and the character of his pupils can adapt the countless varieties of method to the various diversities of mind. The teacher should understand the best methods to subdue the obstinate, stimulate the indolent, arouse the stupid, and make the careless hunger and thirst for knowledge, and to win the confidence and affection of all. Bad habits are to be broken up, evil tendencies to be checked, the attractions of virtue to be set forth, and the sanctions of religion to be taught. Surely this is a great work, in which the most exalted talents, enriched by all the treasures of science, will find ample employment for all their resources. How great, then, is the responsibility of the teacher!

Shall we commit the guidance of such precious interests, for both worlds, to every college stripling who resorts to teaching, during his winter vacation, as a temporary and often very tedious expedient to replenish an empty pocket? or to any persons who can find nothing else to do in the interval of their summer labors? Shall those who despair of success in any other employment be allowed to take up school-keeping as an ultimate resource?

It may be thought by some that we have drawn too high a standard of qualifications, especially for the teachers in our Primary Schools. We are aware that it is a current opinion, that teachers of inferior attainments will answer for primary schools, and that almost any body can teach small children. But this is a great mistake. It is all-important to start aright in study, to have skilful and thorough instruction in the very first and simplest rudiments. In education, that which comes earliest transcends every thing else in importance. Habits of study are very soon formed; and when once formed, it is almost impossible to change them. The vent and bias of pliant childhood will shape and direct the growth of maturer years.

“The dewdrop on the infant plant  
Has warped the giant oak forever.”

"The Mind—impressible and soft—with ease  
Imbibes and copies what she hears and sees,  
And through life's labyrinth holds fast the clew  
That first instruction gives her—false or true."

Above all others should the teacher of the primary school be vigilant, and competent

"To guide its first development, to watch  
The dawn of little thoughts—to see and aid  
Almost its very growth."

It is necessary for such a teacher to have clear and settled views as to what faculties are to be first called into exercise, and the true method to teach each subject to *beginners*. Their fondness or aversion for study, the thoroughness or superficialness of all future attainments, will depend very much upon their first methods of instruction. A disrelish for study—deep, settled and lasting as life—is often formed in the primary school.

There are numerous instances of those, who have been pronounced dull and unpromising by their first teachers, who have made great proficiency as soon as they came under the influence of instructors who understood them, who had the sagacity to perceive their peculiar character and wants, and the skill to adapt the processes of instruction to their peculiarities of mind. To cite one of the many examples that might be given: the early teacher of the celebrated Dr. Adam Clarke often chastised him for his dulness, and expressed his fears that he never could be made to learn. His apprehensions would probably have proved true, and the slumbering powers of the lad remained undeveloped, had he not come under better influences. But, fortunately for him, at the age of eight years he was placed under a teacher who at once discovered his latent talent, and who knew how to develop it, and who, by kindness and encouragement, by methods adapted to his peculiar state and disposition, aroused the dormant energies of his mind.

*Male Teachers.*—There are very few male teachers now offering for our winter schools who have given any attention to a proper preparation for this great work. They are usually but partially educated, and that education had no reference to teaching. They take it up as a catch-penny business at odd intervals, without experience, and with no thought of making it a permanent business, with little interest in the work, and often with a positive and strong aversion to it, and, as a natural consequence, with little care whether they succeed or not. The rapid expansion of business, of late, has increased the demand for competent young men. Those who have the requisite qualifications to make teachers, avoid this poorly-paid profession, and readily obtain some more lucrative employment. Those who offer from our colleges—it is said—are usually indigent young men, and should therefore be employed in our schools as means of assisting them in their education. We do not deny that they are worthy and excellent young men—often young men of great promise. We heartily sympathize with them in their pecuniary embarrassments. They deserve all honor for their earnest and persevering efforts. They ought to be encouraged and supplied with the needful "material aid." But this aid should be given in some better way.

The precious interests of education should not be committed to those

who make it only a temporary resource in the prosecution of some other calling or profession.

“ Ah, let not, then, unskilful hands attempt  
To play the harp where tones, where living tones,  
Are left forever in the strings ! Better far  
That heaven's lightnings blast his very soul,  
And sink it back to Chaos' lowest depths,  
Than knowingly, by word or deed, he send  
A blight upon the trusting mind of youth.”

There is happily no longer any necessity for employing any other than competent and well-trained teachers. Our High Schools and Academies, and, more than all, our Institutes and Normal Schools, are supplying the increasing demand for thoroughly qualified female teachers for our public schools.

*Female Teachers.*—The Common Schools of this town are now all instructed by female teachers, and their wages are usually about half those of male teachers. Hence, by this change, we have been able to gain an additional term, and secure annual schools. If male teachers had been employed, the fall term must have been given up. So far, the experiment has demonstrated the wisdom and propriety of the change. Your committee are confident that the schools have never, within their knowledge, been in so encouraging a condition as they now are. While we are painfully sensible of remaining deficiencies, and the urgent need of still greater advancement, we unhesitatingly affirm that, relatively to the past, they are in a very promising state ; and we respectfully request parents and friends of education, in order to verify this statement, to visit and examine them, and compare them with our schools as they were a few years ago. We are confident that they will find cheering indications of more thorough scholarship and of more solid attainments. This has been clearly evinced at our regular visits at the schools, and at the closing examinations, and also in the examination of candidates for the High School at the Centre. Indeed it is made necessary, on this account, materially to advance the requisitions of admission to the High School. These examinations form a very good test of the state of our Common Schools ; and of late they have furnished encouraging evidence of their general progress and improvement.

Females seem to be better adapted by nature to the work of teaching. There is more truth than hyperbole in a remark recently made to a body of teachers by Dr. Wayland, that “ it is a rare thing to find a man who has a gift for teaching, and it is an equally rare thing to find a woman who cannot teach well.” It is “ a rare thing ” to find men who have a peculiar tact for teaching the young. Experience evinces their adaptation to their ordinary and appropriate pursuits. A larger proportion of men are found to distinguish themselves for ability and success in other departments of life than in the profession of teaching. But a small number of male teachers leave their impress clearly marked upon their pupils. They lack the requisite patience and perseverance in little things—the quick discernment of character—the sympathy and sensibility to penetrate the youthful spirit and arouse its dormant faculties. Above all, they are destitute of those delicate arts which are so requisite to win the affections of children, to call forth and direct their earliest

aspirations, and to impart the requisite impulse to their minds. Cheerfulness and enthusiasm, courtesy and kindness, and the power of easy, quiet, unconscious influence, are requisites indispensable to the attractiveness, order and efficiency of the school. Females are endowed with a more bountiful share of these desirable qualities.

In our high schools and colleges—where mind, in its maturing state and fuller development, is stimulated by the strongest incentives to study, and subjected to the severest discipline, and led onward into the higher departments of literature and science—it is obviously better to employ permanent male teachers. But in all elementary instruction, the very structure of her mind fits woman for the task. Nature has marked her out for this great work. Outside of the family, she nowhere seems so truly to occupy her appropriate sphere. All her attainments and powers can here be actively and earnestly employed. The work is adapted to her mental and moral constitution. No occupation harmonizes better with her character, or yields her more genuine pleasure.

The leading objection to the policy here advocated is founded on the supposition that delicate and timid women will not succeed so well in the government of a school in which rough and refractory boys are gathered together. This is the most common and plausible objection, and is worthy of respectful consideration. It was formerly supposed that physical strength was a prime characteristic of a good disciplinarian, and that brute force was the chief agency in school government. The objection under consideration has some affinity to this antiquated notion. Horace Mann has well said, "A man may keep a difficult school by means of authority and physical force; a woman can do it only by dignity of character, affection, and such a superiority in attainment as is too conspicuous to be questioned." A silent moral power ought to reign in the school-room, rather than ostentatious and coercive measures. Its influence is more happy, effective and permanent. Corporeal punishments may be used as a dernier resort in extreme cases. But true wisdom and skill in school government consist in the prevention, rather than in the punishment, of offences—in cultivating the better feelings of our nature—truthfulness, generosity, kindness and self-respect. Such influences women are preëminently fitted to wield. Refined and ladylike manners, with a mellow and winning voice, will exert a peculiar sway, even upon the rudest and most unmannerly youth. There is a silent power in the very face of a teacher beaming with love for her pupils, and enthusiasm in her noble work. We will cite a single fact, out of many others which might be given, if needed, to corroborate this view.

The school in District No. 8 has been regarded as by no means the easiest to govern. The last male teacher of that school, although using the rod with some freedom and severity, signally failed in the maintenance of order. His authority was openly resisted. The female teachers subsequently employed have governed the school without difficulty. During the last winter, the whole number of pupils was over fifty. Fourteen were over fifteen years of age, five over seventeen, and one over twenty. But the government of the teacher was easy and persuasive, yet dignified and firm. Her intelligence, skill, tact and kindness, made the school a model of good order. In the accomplishment of this happy result she was materially assisted by the cheerful support and

prompt coöperation of the district. Indeed, without such, the best teachers will not succeed. Unfortunately, our experience during the last year suggests a sad illustration of this fact. In one district, and happily in but one, some of the children were evidently not encouraged by their parents to respect their teacher and obey her requirements. Strong outside influences were continually operating against the order of the school. Its failure was early predicted; and the friends of the school in the district assure your committee that no little effort seemed to them to be made to verify that prediction. It is not strange, under such embarrassments, that a teacher of excellent qualifications and large and successful experience should encounter a determined spirit of misrule and insubordination. That the fault was not in the teacher, may be inferred from the fact that subsequently, in a larger and more difficult school, her tact, fidelity and kindness have not only secured good order and improvement, but in an unusual degree endeared her to her pupils and their parents.

*Order in School.*—We would not be understood, by what has been said, to underrate the importance of good government. Order is the school's first law. We may as well expect the course of Nature to change as to have children properly trained in school without subordination. We can have, and we will have, proper discipline in our schools. The scholars must understand this, and be led to expect nothing else. Let the government be firm, yet kind, impartial and uniform. Let our teachers be sustained by the prompt co-operation of parents, and there will be little difficulty in maintaining order under female teachers. Uniformity in all the regulations of a school is indispensable. It will not do to be strict one day, and lenient the next. Let our teachers show a firm, constant and unwavering determination to be obeyed in every reasonable direction, and obedience will become the habit of the school. Hardly any thing can have a worse tendency than to command, and not be obeyed—to make laws, and not insist invariably on their observance. Disorder and confusion must be the consequence. Without uniformity and firmness of purpose in the government of a school, it is impossible to make it pleasant to the teacher or profitable to the scholar.

*Institutes.*—We would here repeat and urge a request often given, but not always heeded, that our teachers endeavor to attend at least one Institute each year. An Institute is now annually held somewhere in this vicinity, at which board is usually furnished gratuitously to female teachers. The advantages are obvious and abundant, even to those who have enjoyed the benefits of the Normal School. The methods of instruction are constantly improving, and no one worthy of the responsible office of teacher will be content with past attainments, however great. Whenever any teacher tires in the work of self-culture, he should, to borrow a military phrase, be at once relieved from his post. Your committee have formerly felt compelled, for this reason, to dismiss some who had been very fair teachers. Making no effort to keep up with the times, they naturally fell into a lifeless, humdrum monotony; and when the interest of a teacher flags, the spirit and life of the school will not long survive. The Institute furnishes to all our teachers a brief and convenient opportunity of learning and comparing the most improved methods of instruction. It is also well adapted to promote the acquaintance of teachers with one another, and promoting among

them a degree of professional enthusiasm and generous emulation. Institutes are valuable, not so much for the amount of instruction given as for the impulse imparted in the work of self-improvement and the culture of the teaching capacity.

#### LINCOLN.

We have been now trying for the last sixteen months a system of graded schools, consisting of a Primary department in the East, North, and Centre Districts, and a central High School open to all; the South School, owing to the distance of that District from the location of the High School, remaining nearly as before. We have had time to witness some of the effects of the new plan. Have we any reason to question the wisdom of its adoption? Look at the High School, attended by about forty scholars, collected from different parts of the town. It has unquestionably conferred upon those scholars advantages vastly superior to those that could be had in any ungraded district school, though consisting of no greater number, and continued for the same period of time. In a district school, little can be done beyond teaching the common branches required in all our schools. Or if more is attempted, the teacher's time is divided among a multitude of duties, and justice is not done to any of them. But here, the higher classes of our schools are brought together, and they may pursue not only the common branches of study in their advanced stages, but may ascend to higher departments of knowledge, such as our children could pursue only by leaving home for some distant academy or expensive private school. The sphere of education is here widened before them, and their minds are furnished with important knowledge, and their mental powers with a discipline, of which they would otherwise, in most cases, remain through life destitute.

Nor is this all. This school is justly termed a High School, and for more reasons than one. Let it be well conducted, as it has been the past year, and its effect is to elevate the sentiments, the taste, the manners of the pupils. It gives no room for the awkwardness, vulgarity, and rudeness in behavior and speech that are too generally tolerated, and sometimes encouraged, even in common district schools. It inspires with the spirit of improvement those who at the District School have found nothing to awaken their slumbering energies. It introduces its pupils into a higher civilization and refinement, and does what otherwise might not be done to prepare them for occupying exalted positions in social life, and for doing much for the welfare of their fellow-men.

Are these benefits, or others that might here be named, confined to those individuals who attend the school? By no means. The spirit of improvement here imbibed goes home with them, and the whole family feel its inspiration. The intellectual light that is kept burning here sends its rays abroad through the community. The refining process here commenced is carried into the social circle. The lessons of politeness and courtesy that may and should be learned here will be repeated at every fireside, and practised in every relation in life.

Is it still said that the High School is but a local affair, an advantage, chiefly to the centre of the town, to few indeed beyond the limits of the Centre district? But this we believe is not correct. Very few are the families in the East and North districts that have not sent, or cannot send, children of eleven years and upwards to this school. The town

has considered the South district as too distant to derive from it much immediate advantage, and has therefore granted that district its due share of the school money for its own school. But if children, say of fourteen years and more, should attend this school from one half of the families of that district, they would not be going a greater distance to school than did many in our own school days, and still more in the days of our fathers, and that, too, without injury or serious discomfort.

But suppose there are portions of the town beyond the reach of the direct advantages of such a school? Are there not indirect advantages extending from it to all? Is it not better for those children that cannot enjoy the privileges it affords to have intelligent and cultivated associates, than if all were to remain upon the same low level with themselves?

Suppose they grow up together to mature life, and become fellow-citizens of the same town or neighborhood. Is it not preferable to live among a people characterized for their cultivation and intelligence, than in a place that bears perhaps some opprobrious nickname in the country around, on account of the ignorance and rudeness of its inhabitants?

But it is feared that the children of our Primary Schools suffer in consequence of this graded system. Of this, too, we see no good evidence. It is true, we find a smaller number of scholars, and less work accomplished, when we visit these Primary Schools, than we did in the same school-house when children of all ages attended them. But we do not support schools simply to make an imposing appearance before visitors. The only question of importance is, Do the children now in our Primary Schools reap less advantage from attending school, or make less progress, than those same children would if they and the older children now in the High School were all to be brought together, as formerly, under the same instructor? We believe not. The advantage they derive from having the whole time and attention of the teacher devoted to them is manifestly greater than any they would receive from being thrown together with larger scholars, in more crowded schools.

The more, then, we sift this matter, the deeper is our conviction, that for the town to dismiss the High School, and revert back to the old plan of District Schools, would be an act of madness, an act that would best find its parallel in barbarous times. It would be so, if the whole expense of maintaining the High School were defrayed by the town. But the sum which the town devotes to that school would only be enough to maintain a common district school for about six months in the year, and this very economical appropriation of the town calls out a liberal private subscription for the cause of education among us; but without such an appropriation, there would be no encouragement for such an individual effort. This is an instance of the benefits of a combination for a common object, when both parties are enabled to do more, and to reap more profit from what they do, than if each party were left to act alone.

#### LOWELL.

*The School Committee.*—The body proper is composed of six men, one from each ward, elected annually. Upon these six men the care and responsibility of the schools of Lowell devolve. They receive for

their services, each, one hundred dollars per annum.\* Any person who is at all familiar with our school system, knows that months will be required to gain a familiarity with the operations of our school system; and at the end of a year, the members of the board begin to understand what is wanted, and to act efficiently in the performance of their duties. But it often occurs that the same men are not elected for two or three successive years. Their election depends on party contingencies, and the man who has secured such a knowledge of school affairs as will fit him to do his duty well may be laid aside for one who is entirely unacquainted with the business in which he engages, and who, perhaps, has been a resident of the city but a few months. He, also, spends the year in becoming acquainted with his duties, and then gives place to another. Under this system, our public schools are suffering; one board undoes the work of another, enters into experiments for which the next will not allow time to bring forth results, and thus the public good suffers.

To remedy this evil, the members of the school committee should be elected for a longer period than one year, and a part of them only should retire annually. To this it will be said, that suitable men cannot be procured, and that those who are competent for the work will not accept the office for a period longer than a single year. Well, then, increase the salaries of the school committee. It is ruinous policy to hire men to superintend your schools, manage the expenditure of forty-four thousand dollars, attend to the educational interests of all your children, because they are cheap. It would be a pecuniary gain to double or treble the compensation paid to the school committee, provided they could be retained in office three or five years. But even an increase of expense is unnecessary. There are men who would enter the board, and remain through a lengthened term, at the present salary.

Your committee believe that this subject should receive immediate attention, and that such measures should be taken as would insure at least two-thirds of every old board upon the new. The election of a school committee should never be made a party matter. It should be separated as widely as possible from the issues which divide politicians, and which often prevent the election of the most suitable candidates. The evil complained of is one which has long been felt, and one for which the people of Lowell should, in some way, find a remedy. Experience on the school committee is as valuable as in any other department of life and labor; and of all bodies, the public school is the last to be controlled by inexperienced men. It is not enough that a man have learning and genius. Nor is it enough that he has been on school com-

\* The salary of the school committee in Lowell has been fixed at one hundred dollars per annum. The statute law on the subject is as follows: For every day in which a member of this committee shall be actually employed in discharging the duties of his office, he is entitled to demand and receive one dollar from the town, and at the same rate for any part of a day. The city of Boston is specially excepted from the provision which entitles school committee men to compensation for their services. Any town may add to the legal compensation of the committees whatever sum it may choose.—*St. 1838, ch. 105, § 4.*

The powers of the school committees are derived from the law, and their duties are enjoined by it. Their authority cannot be restricted, nor their compensation diminished, by any act of the town. The town chooses them; when chosen, the law governs them.



mittees in other towns. Other systems are different from ours, and nothing less than months of toil and experience here can make him an efficient member of the school committee.

#### MARLBOROUGH.

There has been for the last year, as well as for one or two years previous, an unusual degree of uniformity in the amount of excellence to which the several schools have attained; and accordingly, should we notice each one of them in detail, there would scarcely be an end of recounting the same general characteristics. While, on the other hand, no one of the twenty-eight schools which have been kept in town during the past year can be said to have been a failure, or even to have sunk so low as not to be somewhat above mediocrity, so, on the other hand, no one of them exhibited that appearance which indicated a decided superiority, or that degree of excellence which every school should strive to attain. In regard to the several branches of instruction, we were in general pleased with, and found reason to commend, the classes in arithmetic, geography and grammar; while, in the important one of reading, there was a very visible improvement shown at almost every closing examination. Our only regret was, that, in the kindred one of spelling, there was not, excepting one school, a like occasion for commendation. As respects the order maintained in the schools, and the deportment of the pupils generally, we must speak in the same strain of general approbation. A manifest and decided improvement we believe has been effected in our schools in these respects within the last five years; but so much still remains to be done before the behavior of pupils will become unexceptionable that we earnestly recommend to committees, teachers and parents to endeavor to bring about a thorough reformation in this important branch of school discipline.

The whole number of pupils belonging to the district schools of the town in summer the last year was 501, and the average attendance 406; and the whole number belonging to them in winter was 617, and the average attendance 486. These numbers nearly correspond with those of last year and the year preceding. As respects the two high schools, the one established in Feltonville had an average attendance of 34, and the whole number belonging to it was 52. The Central High School has the last year been unusually prosperous. The number belonging to it has increased thirty-six per cent., and the average attendance more than thirty-two per cent. More than half of the pupils were fifteen years of age and upwards, a time of life when the privilege of school instruction is of the utmost importance. The examinations of this school the last year have been excellent, particularly the last, which gave to the committee and visitors the highest satisfaction.

By all classes, and especially by the more intelligent and reflecting, it has come to be regarded as a truth almost self-evident, that no possession whatever contributes more to the true honor, substantial wealth, and lasting welfare of a town or community, than that of first-rate schools for the free and thorough education of all its children. How truly and how often it is said, a parent cannot bequeath a more valuable inheritance to his child than a good education! If so, what nobler and richer legacy can a town, by means of its corporate capacity, bestow upon all its children than an excellent education? And consequently,

what measures or acts of a town can equal in importance those which relate to the establishment, support and continued improvement of its schools, by means of which this education is conferred? We know of no class of inhabitants that in more ways contributes to the prosperity of a town than a corps of excellent school teachers. And what more efficient means can be devised to create and raise up such a body than that all its children, from their most tender years, should have the benefit of first-rate instruction? What greater attraction to settle within its limits can a town hold out to intelligent strangers than the acknowledged excellence of its public schools?

To foster and sustain its common schools, then, would seem to be the paramount object of every town; and to make them the first of their kind would seem also to be a solemn and imperative duty, for the faithful discharge of which hardly any expenditure of time or money ought to be thought too liberal.

But, to be in possession of superior schools, all those numerous means by which the work of education is carried on should also be of the same superior character, of which one of the most important and essential is the school-houses. To a town, then, which has resolved to enter upon the noble work of reforming or perfecting its common schools, the quality or character of the houses in which its schools are kept would seem to be one of the very first things to which it would naturally turn its attention. And to accomplish this work, that of a complete renovation of its school edifices, and furnishing them with all the improved means for securing the health and comfort of their occupants, the town seems to have begun in right good earnest. Two have been already completed, those in Nos. 1 and 11, and occupied for the first time the last winter; and appropriations for the rebuilding of three more, those in Nos. 6, 7, and 10, have been already made by the town.

#### NEWTON.

The progress of the schools the past year, on the whole, has been onward. The children generally have studied under good advantages, and have made commendable progress. The provisions of the town for public education have been appreciated by the people. Many children, formerly attending Private Schools at considerable expense, have been in the Grammar Schools of the town, joining in honorable competition with their equals. The number of children in the town between five and fifteen years of age is 1,015. Of those attending the schools, 96 were over fifteen years of age, and 31 were under five. The whole number attending the public schools was 1,048. So that, of the whole number of children between five and fifteen, 921 were enrolled in the Public Schools, and 94 were not enrolled in them. Of these, it is estimated that about one-half are pursuing study under private instruction, leaving but a very small percentage of the whole number not enjoying the benefits of a literary education. This is certainly a favorable state of things, which it becomes us to contemplate with devout gratitude. The best inheritance of children is a good education. It is the surest guaranty of their prosperity, usefulness and enterprise. No money is expended more to the advantage of the town and of the country generally than that which is devoted to the thorough and elevated instruction of the young.

At the close of the second term, Mr. Nathaniel T. Allen, of the Grammar School at West Newton, who has taught for several years with distinguished success, having vacated his place, it became necessary to elect a successor. In filling the vacancy, the occasion was embraced to give to the school at West Newton the same position enjoyed by the school at Newton Centre; viz., that of a Grammar School with a High School department, having a teacher competent to instruct in the languages and to fit boys for college. This additional mixed school, with elevated privileges, was designed, like the former, not simply for the benefit of the village in which it was located, but for the convenience of the town, so that more children might enjoy the advantage of high and classical instruction, and without being compelled to travel so great a distance. These two schools, one on the line of the Worcester Railroad, and the other on the Charles River Branch, and each at a middle point between two depots, at the extremes, bring the benefits of this kind of instruction within the reach of the larger proportion of the children in the town. To give such facilities was the thing contemplated by the committee and the town, in the establishment of schools of this character, in lieu of a pure High School, as originally contemplated by the laws of Massachusetts. This arrangement was deemed by the committee as temporary, and an experiment, their hopes looking forward distinctly to a better day.

In the establishment of a High and Classical department, in connection with two schools in the town favorably located for the accommodation of the whole population, it was designed by the town to put to rest, for the present, the proposal for a pure High School in a central or other point. The experiment of the practical working of these schools should be thoroughly tried before it is either abandoned or superseded by a school of a higher order in any portion of the town.

But, at an earlier period than was anticipated after the elevation of a second school, the question came up for discussion, Shall a third school, of this, or of a still more advanced character, be opened in a third village of the town? The Grammar and Primary Schools at Newton Corner having become more than full, there arose an obvious necessity for increased accommodation. A new school must be erected. Shall it be a pure High School; or a Grammar School with a High School department; or shall a new Primary School be commenced, relieving the present Intermediate School and the present Grammar School of their excess of scholars, and putting those of a riper age and of higher attainments in a better position to pursue the studies appropriate to their wants and prospects? The citizens of the neighborhood petitioned the committee for the first; or, if that were deemed inexpedient, then the second. A delegation of respectable gentlemen was present at a meeting of the school committee, and exhibited the statistical information and the arguments bearing on the question. After serious deliberation, however, the opinions of the committee were taken in order, and it was deemed inexpedient to recommend to the town either of these arrangements. It was anticipated that the time might come when a pure High School, designed exclusively for instruction in the higher branches, like the Latin and the High Schools in Boston, might become necessary. Such a school, placed at the head, above all others, and separate from them, is requisite to complete the system of graded schools. But only one such school is

demanding by the wants of a town with so small a population as Newton. Boston, with a population of upwards of 160,000, requires but one Latin and one High School. It would be bad economy for us to put such a school in every village. The expense is necessarily greater than that of a common Grammar School. Fewer children would come to be taught in such a school, and at a heavier charge. A teacher must be maintained of higher attainments, and capable of commanding a more liberal support. And besides, if only one such school were established, the difficult question of its location would come up for decision. A single school of this description ought to be located in a position as nearly as possible convenient for all; and no favoritism or partiality should be permitted to do in this respect, for any one village, what would be ungenerous, considered in reference to the interests of all the rest. If a pure High School be located in one village, why should not a similar school, however expensive it might be, also be established in every other village desiring it, and having as large a number of advanced scholars to seek its benefits?

As to a mixed school, the committee were satisfied that the existing schools at Newton Centre and West Newton were sufficient to accommodate all such as wish to pursue the study of languages, and that it would be a wiser arrangement to relieve the Grammar School, so far as to allow the teacher to devote more time to the higher studies, and to the advanced pupils in the English branches, than to ingraft upon it a new department.

In view of these things, the committee recommended additional accommodations for the children in the lower grades of study, believing that they would thus consult for the highest interest of all concerned.

There are practical difficulties connected with the school system of a town of large geographical extent. The measures which would operate advantageously in a town or city of a mile or two in diameter cannot be imitated in a town of four or five miles in diameter. That which is expedient for the one cannot be applied to the other; nor, if applied, can it be expected to result in success. The course of true wisdom is an adaptation of our measures to the peculiarity of our condition and necessities.

#### SHIRLEY.

Many of our schools have had the same teachers for a number of terms. We refer to Nos. 1, 2, 3 and 6. Those who have had no experience cannot conceive of the anxiety from which the committee was relieved in consequence of it. We knew what to expect. We knew what would be done if we were not present in the schools. The scholars are more interested—the parents more easy and satisfied. The scholars were put immediately about their proper tasks, and two or three weeks saved in each term. People are too indifferent about retaining successful teachers. They are often permitted to depart without a hint that they will be wanted again, and often with the impression that they will not. And changing teachers, we are confident, is very much mere habit. It is a habit that should be broken up. What if one person in the district is not satisfied with a teacher; it is better to let him remain so than to risk dissatisfying three or four others, and have a poor school. And it is much better to pay ten per cent. more wages for a twenty per cent.

better school, than to pay twenty per cent. less and have a school worth fifty per cent. less. Let us start from this time with a resolution to seek a good teacher, and keep him or her afterwards, if possible. If we do, the committee will enjoy unspeakable relief, the districts will have good and steady habits as districts, and the scholars will have a healthy interest in their schools.

We notice with pleasure the happy circumstance, that six of our summer teachers belonged to our own town. They had grown up in our schools, were well acquainted with the committee, and the committee with them, and our intercourse with them was of the pleasantest character.

Your committee have had much labor added to their usual task by the number of children employed in the village mills. A portion of the owners kindly assisted the committee in the discharge of the duty the law imposes on us towards such children; and we would thank them for their faithfulness. The law must be enforced. There is no other way to save ourselves from degradation and crime, and all the expense and suffering attending them. And not one single violation must be permitted.

#### SOUTH READING.

We may say, however, that we believe the past year has been one of more than ordinary prosperity in our schools. Our teachers have generally manifested a very satisfactory degree of interest in their duties, and in most instances their labors have been attended with success. This interest has manifested itself, not only in the daily routine of the school-room, but by frequent meetings of the teachers for consultation and improvement. These meetings, while they have evinced a willingness on the part of the teachers to go beyond the ordinary requirements for the prosperity of their schools, have no doubt been of essential service in giving to each teacher something of the experience of all the others. They tend, also, to a more uniform and systematic course of instruction. The relation between the Grammar Schools and High School is better understood, and the appropriate work of each is better done.

In the application we have made of the term *success* we do not mean that all have been *alike* successful. There is no profession in which natural aptitude and experience are of more service than in that of teaching; and your committee have been pleased to see that several of our best teachers, who by faithfulness and skill had previously established a high reputation, have been retained in our schools, and in every instance, we believe, have added to that reputation, and furnished new proofs of the value of experience. This was also illustrated by the unusual results of a few weeks' tuition in our South School, where they were so fortunate as to obtain the services of a teacher of more than ordinary experience.

By reference to the accompanying table of statistics, it will be seen that the attendance at the High School has far exceeded that of any previous year, being nearly double that of the preceding year. Nor is this all. Under the management of its present efficient and indefatigable principal it has been almost entirely reorganized, and so classified that his labor has told more directly on all the members of the school.

## WORCESTER COUNTY.

## ASHBURNHAM.

We have already spoken of troubles in our schools. It is not our purpose to dwell upon these, much less to criminate any one. Whatever view our fellow-citizens may take of these matters, or wherever the fault may lie, we think all must admit that there is no cloud above our horizon of angrier look than this of discontents and of withdrawal of scholars. Therefore, forgetting the things which are behind, let us address ourselves manfully to the solution of this question, viz., "How can these difficulties be prevented in future?"

On this inquiry we propose to offer a few thoughts.

Firstly, more care must be taken in the selection of teachers. Much depends upon a teacher in respect to the prosperity of a school. A positively incompetent teacher must, of necessity, damage it. If he continues through a school, it will drag heavily. If he is dismissed with the consent of all, much time will be lost. If not with general consent, alienations may ensue, pernicious in all their consequences. If the teacher has a general competency, he may not be well fitted for the place he is to occupy. The size of the school, the age of the pupils, the degree of advancement in study, the disposition to subordination, or insubordination, the fact of prejudice against a proposed teacher, or of confidence in him, the state of public sentiment as to the kind of teacher desired, (which, though we might desire it changed, it is not safe entirely to ignore;) these items, among others, are to be considered in engaging a teacher. And the wisdom and the difficulty of a selection consists in securing this adaptation to the wants of a district. Without this suitableness to the place, friction and jars will be likely to occur in the working of the machinery, if not something worse. The prudential committee, therefore, has more to do than to engage the person who first offers upon any body's recommendation. He must by thorough inquiry of good judges, who do know whereof they affirm of their own knowledge, and who are not personally interested, or, what is better still, by visitation of schools, ascertain the fitness of the candidate for the place. But says the prudential committee, "It is my business to obtain a teacher; it is the duty of the school committee to look after qualifications." True, the school committee are responsible for the general fitness of a teacher, so far as that can be gained by an examination. That, however, cannot give much light upon some important practical points. On these, an hour's inquiry may be worth more than a day's questioning. But are the school committee to decide as to suitableness of a teacher to a proposed school? Is it not the intent of the law that, of all teachers of approved general qualifications, the district may choose, through their agent, whom they will, for the instructor of their children? They may take the experienced, or the inexperienced, persons of fine scholarships, or of moderate attainments, of superior, of common, or of inferior tact in management, in the district, or out of it,

against whom prejudice exists, or the contrary. If the school committee should refuse to give certificates to those not deemed by them the most suitable for the place, would it not be equivalent to taking the whole matter of contracting with teachers into their own hands? Could they honorably do this, when the law gives the power to contract expressly to the prudential committee? This division of power and labor prevents the proper feeling of responsibility by either committee, and so far, certainly, is unfortunate. While the law remains as it is, perhaps these evils may, to some extent, be obviated by frequent consultations between the two committees. But by whomsoever teachers are selected, much care will be necessary, and even then failures will sometimes occur.

Moreover, parents ought to give a prompt and vigorous support to the instructor in enforcing his regulations and in carrying out his plans. This support is essential to the moderate success of the ordinary teacher, and to the best success of the ablest. Let us suppose this address to be made in every family on the first day of school: "Children, for your good we now send you to school. We put ourselves to considerable expense to fit you out with books and clothing, and in affording time. The work in which you are to engage is more important to you and to us than the most urgent work in which we employ you in the house or on the farm. You have your plays and recreation; but in the time of labor, you know, we tolerate no idleness or play here, nor shall we in the school-room. In the time of study, you are to be attentive, and obedient to the regulations. Your lessons are to be thoroughly learned every day. We shall request the teacher to inform us of all cases of delinquency in getting lessons or in violating the order of the school. And being called to account there, will bring accountability at home, and punishment there will make punishment certain here." Our fathers, of blessed memory, are said to have had this rule in their households. If so, may their darkness instruct our light! What a change would words like these, calmly and decidedly spoken in every dwelling, and followed by corresponding action, work in our schools!

Again. The little faults of teachers must not be noticed. Teachers are human beings, the best of them. Consequently, they will commit errors, and perhaps many of them. Especially is this to be expected of the many young persons employed in our schools. There will be faults in instruction, faults in governing, faults in social intercourse. We have been surprised, sometimes, to perceive how much a trivial misjudgment will weigh, in the minds of considerate men even, against teachers whose excellent general influence is indisputable. And yet little errors, being dwelt upon and magnified, will, sometimes, breed lasting dissatisfaction. They ought not, for a moment, to interrupt our confidence in a teacher.

But further. Suppose some serious deficiency is announced to you by your children or your neighbor's children. They are decided in their charges, and excited in their feelings. What then? Are you to receive, implicitly, ex parte and biased testimony, found your opinion upon it, and at once rally your forces for the teacher's overthrow? It is no impeachment of the general veracity and integrity of youth to say that they are likely to be swayed by passion and prejudice, to magnify the circumstances against a teacher, and to keep out of view those in his

favor. They are not angels, and they must be much better than mature men if they are above such influences. Though you may fear that some gross wrong has been done, conceal that fear in your own bosom. Take an early opportunity to step into the school-room, and find out what a good pair of eyes will make known. They will sometimes make revelations of which you did not dream. Then take the teacher aside, and tell him what you have heard, and listen to his statement. Weigh testimony; and if still convinced that some great error has been committed, still be a charitable judge. Put the best, rather than the worst, construction upon the deed. Withal, be conciliatory in your temper, disposed to settle all trouble, if this can be done with safety to all interests. Such dealing will do much to remove or prevent disturbances in schools.

Likewise, we ought to cherish a high respect for the faithful teacher. Till he has forfeited his claim upon us by misconduct, he is entitled to kind treatment. Having put his reputation (which may be his all) into our hands, in order to serve us for a time, we may not rudely damage it because we have the power. To illustrate what we mean, let us put a strong case. Suppose a teacher of fair attainments is now instructing a school with common success. It is soon ascertained that another teacher can be obtained, of far higher qualifications, whose usefulness would be double that of the first. Would it be right to seek the dismissal of the former to secure the services of the latter? Because the school committee have the power of peremptory dissolution of the contract, without being liable to a suit for damages, ought they to exercise it? How would you judge, if you, or your son or daughter, were the teacher? Yet we can easily conceive how such circumstances might beget serious dissatisfaction, unless carefully guarded against. We shall lose nothing on the whole by a scrupulously honorable dealing with teachers.

Once more. We should entertain rational views about teachers and teaching. The very progress of our schools and the increased privileges of pupils may produce alienation in particular cases. An able teacher, with high wages, is engaged to teach in a large school of advanced scholars. He has his peculiar and excellent methods. In such a school there will be collision of mind with mind, and eager competition. Enthusiasm, study, and much profit, will be the result. But now the pupil attends in a small district and almost every thing seems the reverse of his former condition. The scholars are few, of all ages, of very different degrees of attainment, little interested. The teacher is not a genius. There are not enough of such to supply every district. Now, how natural for the child to feel that the school is dull, spiritless, and profitless, and that the teacher is the cause of it! Yet that school and teacher may be doing all that can be justly expected of them, and that scholar may gain there most valuable knowledge. Some teachers, too, are showy, and form a thousand ingenious plans to please their pupils. Others are plain, and aim at the substantial, rather than the ornamental. Some are active, social, and full of life. Others are quiet, still, and reserved, yet not less efficient. Now, shall these last be condemned as unworthy, while the first alone shall be regarded as acceptable teachers? Certainly not. Nor will our schools be peaceful till this is admitted. Substantial excellence is the main thing. Bread and milk are alike useful for nutriment, whether served up in an earthen bowl, or a silver porringer. The hungry man will care little for the



bowl, or the porringer, if he can get the food. On another point we need to be guarded. Our schools are in a transition state. The old is passing away, the new is coming in. As our new school houses mark a new era of external accommodations, so, with them, will come new processes and methods of internal discipline and instruction. All will wear soon, externally and internally, a new dress. Meanwhile, before the old has ceased, or the new has been fully inaugurated, conflicts between them ensue. Some are not content because the old methods of reading, spelling, &c., are not fully in vogue; others are not content because they are so much practised. One teacher makes too many innovations; another treads too nearly in the beaten track. One simple thought, it seems to us, ought to allay the fears of all. The incoming Era will be the child of the Past; and, when, after many struggles, it shall be fully born, it will be pretty sure to bear a strong family likeness, though its garments be of a new cut and fit.

One other consideration we subjoin about the work of teachers. The teacher's business is to govern. Regulations are essential to the good of a school. The teacher is to make them and enforce them. All who enter the school-room should, therefore, most cheerfully submit to lawful and needed authority. And unless this is done, conflicts must arise, and, in this way, many troubles begin. But some large scholars may say, "We do not like to be treated like little children." Very well. The teacher will be glad to deal with you as young gentlemen and young ladies. But if he is courteous to you, does it not imply a reciprocal obligation to treat him respectfully in his official position? This, certainly, is not shown by doing as you please, but by a most scrupulously exact regard to his requests and rules. Let us offend in all other places rather than where our honor stands pledged to good conduct.

Lastly, to prevent difficulties in schools, the school committee must discharge faithfully their duties of examination and of watchful supervision. While they guard the rights of teachers, they must also maintain the right of districts to at least a common ability and faithfulness in their teachers. It is honorable and proper for any one believing a school to be seriously defective to make known his views to the school committee. And they, after a fair examination, if they are convinced it is so, must promptly discharge the teacher. And, whatever their decision is, it seems to us for the good of the whole to abide by it, though every man may not be convinced of its justice.

#### ATHOL.

The committee are happy to report that the schools for the past year have been more than usually successful. Many have done remarkably well, some better than we have ever before witnessed; while there has been a signal failure in no instance. These desirable results are attributable to several causes, viz. :—

First, to the increased appropriation of money made by the town for school purposes, which was \$1,800. A larger sum also than usual was received from the State fund, which this year amounted to \$102.16; making an aggregate of \$1,902.16 available money for school expenses the past year. This increase of money has been attended with happy results, which not only fully commend the wisdom of the town in

making the appropriation, but also warrant a continuance of the same liberal policy. The smaller districts, in consequence of this increase of money, have been enabled either to prolong their schools beyond the usual term, or to secure the services of more efficient teachers; while, from the same cause, the larger districts have been able to have a Fall-school for small scholars in addition to the usual terms.

One of the most serious impediments to the success of our school is the manner in which the teachers are selected. The law provides, that, unless the town shall determine otherwise, the duty of selecting and contracting with teachers shall be discharged by the school committee. The town may transfer this duty to the prudential committees of the several districts. It has been the practice of this town to do so. But there are serious objections to this course, which demand attention.

First, the teachers are the servants of the town, and not of the districts. They are paid by the town, and not by the districts. Every dollar of money expended in the public schools is raised by the town, and not a dollar by any district. It is but just, then, that the town's committee, and not the districts' committees, should select and contract with teachers who must be paid by the town. As it is, the town's committee are responsible for the manner in which this money is expended; for, though the prudential committee may select and contract with a candidate for a school, that candidate cannot enter the school as teacher without the approbation of the town's committee. But the town's committee can approbate none but such candidates as are selected and presented for such purpose by the prudential committee. Here is a very narrow policy and a very serious evil. The town's committee may know fifty competent teachers, in different parts of the State, from whom, if left to their own choice, they could readily select one for a particular school. But in this town, instead of selecting from so desirable a source, they are compelled to forgo this privilege, so advantageous to the schools, and accept one of only such candidates as the district's agent may present. And, more than this, they must first discharge the painful duty of rejecting one candidate—thereby offending the agent, his friends, and causing a rupture in the district—before they can be allowed to judge of the qualifications of a second; and then, again, they must pass through a similar experience before they can so much as think of a third. In fact, they can have but one candidate for a single school before them at the same time. We appeal to men of business,—would you be satisfied with this way of selecting your help? We appeal to intelligent farmers,—would you be willing to intrust even the care of your sheep to persons so selected? But it is in this way that the town every year votes to have persons selected who are to mould the immortal minds of your children.

Evidently the power of selecting and approbating teachers should be confided to the same authorities. It ought not to be divided and invested in two committees which may act in opposition to each other. If the power to select and contract with teachers be transferred to the prudential committee, then the power to approbate the teacher ought also to be transferred to the same agent. But it will be observed at once that, in a great majority of instances, prudential committees are not competent to judge of the qualifications of teachers. And this is true. The office is a thankless one, and affords no pay; and, conse-

quently, as nobody of ability desires it, it has become a custom, in most of the districts, to elect their agents "by turns," or to bestow the office upon any one who will take it, without the slightest regard to so much as the capacity of the incumbent to comprehend the duties of his office. Now, under such a system of procedure, it is inevitable that, while occasionally a good man may be chosen, in a large majority of instances the office must fall into entirely incompetent hands, — into the hands of men who cannot judge either of the qualifications of teachers or the value of their services. Now, how can such persons act understandingly for the town, when confessedly they do not know whom to hire or what to pay? Is the town satisfied with a plan of operation which commits the expenditure of its money to such financial agents, though their doings be subject to the veto of the school committee? Is it good business policy to employ those to invest money, who do not know the value of the property in which the investment must be made? Do shrewd business men send, to buy cattle or goods, or lumber or timber lots, agents who are confessedly incapable of judging either of the quality or the value of the stock to be purchased? And yet to just such incompetent agents, in a majority of instances, the town intrusts its most responsible financial investments. It is true that some of these agents consult with the school committee, or with some other equally competent person, relative to the teachers they shall hire; but only the more intelligent ones do this. The most ignorant usually act altogether independent of the school committee, till their doings are vetoed; and then, under the impulse of excitement, they not unfrequently refuse further service in their office; and then they sometimes labor assiduously to incite such influences in the district as will destroy the usefulness of any school for which the committee may provide.

It must be obvious to reflecting men, that ordinarily school committees are more competent to discharge the duty of selecting and contracting with teachers than even the best informed Prudential Committee; and for these reasons: first, they are usually men who are particularly interested in the cause of education. They are acquainted with educated men, with the Board of Education, with the teachers of the State Normal Schools perhaps, with the principals of literary seminaries, and the instructors of Teachers' Institutes, under whose supervision the best school teachers are drilled and trained for their vocation. They attend these institutes, visit these seminaries and normal schools, may have a correspondence with the instructors of the same, and enjoy many such privileges for becoming acquainted with the qualifications of a very large number of ladies and gentlemen, from whom they are able readily to select the most desirable teachers for their schools. And then they are acquainted also with other School Committees in different parts of the State and in other States, acquaintances which they formed perhaps in the academy, the college, or professional school, and with whom they now exchange school-reports, through which means they learn the success and defects of all the teachers who are employed from year to year in, it may be, a large number of towns. And further, it is a common custom for School Committees who are not acquainted to correspond with each other relative to the teachers of their respective towns; and thus they enjoy another very satisfactory means of knowing of such teachers as may be adapted to their particular wants, or of the success of those

who may make application to them for schools. It will be seen at once that these are facilities of desirable information which it cannot be expected a large majority of those who take the office of Prudential Committee "by turns" can enjoy.

Again: not only do the School Committee enjoy these vastly superior facilities for becoming acquainted with and selecting teachers most favorable to the interests of the schools, but, in discharge of the obligation, which imposes upon them the duty of examining all the teachers in the town, they can more readily judge which particular teacher so favorably selected is best adapted to a particular school, and may determine accordingly—a means of advantageous action which no Prudential Committee enjoys. The committee also watch each teacher's success for the term, and consequently can best decide whether the interests of the school require a continuance or a rejection of that teacher's service; and, lastly, when they discover that a teacher is incompetent to his duties, if they have contracted with him themselves, they feel free to dismiss him at once, without any fear of wounding the feelings, and exciting, to the prejudice of the school, the hostile influence of any over-sensitive Prudential Committee-man.

Such are some of the superior facilities for favorably selecting and contracting with teachers, to the best advantage of the schools, which the school committee enjoy over the Prudential Committee, and which, together with the other reasons urged above, we feel confidently assured, must be regarded of sufficient importance to warrant the town in retaining the right of selecting and contracting with its own teachers where the law places it—in the hands of its own committee. And your committee respectfully report, that they are unanimously of the opinion that the best interests of the schools and the districts urgently demand that the town should do so. In submitting this portion of their report, your committee waive all delicacy of feeling on their own part. It were more manly to speak out what we feel the interests of the town require, than to evade an important duty from any repugnance to allude to an increase of duties which possibly may be supposed by some to involve our own services. But the recommendation does not in any way allude to our personal services. It is recommended that this additional service be imposed, not on the present, or the committee lately chosen, for the town has voted otherwise, but on the committee which shall be chosen a year hence; and we submit the recommendation to the candid, earnest consideration of the intelligent people of the town, a large number of whom we know are much in favor of its adoption.

Nor is it conceivable that any important objection can be made against confiding the duty of selecting or contracting with teachers to the school committee.

Possibly it may be said by a few, that to do so would be to concentrate too much power in the hands of that committee, and they may object to the measure as undemocratic. But this measure really invests the committee with no new power; it only facilitates, in a manner more advantageous to the districts and the town, the exercise of the power which is indisputably theirs—that of finally determining who may teach in our public schools. It enables them to select at pleasure from a large number of teachers in the extensive circle of their acquaintance one who is adapted to a particular school, instead of obliging them, as the

present plan does, to accept whoever may be presented by a prudential committee, who pretends not to judge of qualifications, and who, having a gratuitous and thankless duty to discharge, desires to acquit himself with as little trouble as possible. And then, is it not more democratic that a teacher should be elected by three men than by one? The present mode of contracting with teachers is the most arbitrary in its effects that could well be devised. The office of prudential committee rotates through the district; each one is expected to serve in turn. No one receives reward for his services other than the privilege of selecting some daughter, cousin, friend, or family relation for teacher. This privilege is, frequently, carefully improved. No one is expected to hold the office but for one year till all have served. Hence every year finds the office in the hands of a new agent, who, in his turn, has cousins and friends to be served, and for whom to provide a good school may be to him a matter of more interest than to provide a good teacher for the school. Consequently it may constantly happen, under the present system certainly it does often happen, that the mere motive of individual favoritism governs the selection of teachers for our schools. It is far from being always so; for good men frequently hold the office, whose actions are governed solely by a high regard for the best interests of the school; but such is always the liability, and such very frequently the practice, attending the present unwise policy. On the contrary, a committee of three responsible men would be much less likely to agree to pursue such a course. One would be held in check by the others, even if the motive to favoritism were as liable to influence members of such a committee, who feel responsible to the public, and are subject to reflection from year to year, as it is an agent who has sole power to do as he pleases, who feels little responsibility, and who is not expected to continue in the office longer than one term. For these reasons, it evidently appears more democratic that the duty of selecting and contracting with teachers should be intrusted to the school committee.

And yet again. It is a fundamental principle of democracy, that "taxation and representation shall go together;" that those who pay taxes shall have the privilege of directing the expenditure of the same. This acknowledged principle is precisely applicable in the present instance. It is the town which raises the school-money, as before observed, and not the districts. Neither is this money raised by the town apportioned to the districts according to the valuation of the taxable property of the same, but without any reference whatever to this consideration. If there were a district in town whose inhabitants were possessed of not a single dollar of taxable property, nevertheless the district would receive its due portion of the school-money. The school-money is raised by the town by an equitable tax on all its citizens, and then apportioned to the several districts, without any reference to the amount of taxable property in the same. Hence, since the town raises all the money, it is not only in accordance with this fundamental principle of democracy that the town should appoint the committee to expend it, but the principle itself demands such action as the only equitable course. It is, then, the present system, which confers the privilege of selecting and contracting with teachers upon agents chosen by the districts, which is undemocratic and unjust. The change recommended in this report is not amenable to such a charge, but is entirely free from the objection.

*High School.*—The time has come when the interests of the town demand that public attention be directed to the institution of a high school, to be kept at the public expense, for the benefit of the whole town. For many reasons it is very desirable that we have such a school, in which the more advanced scholars can enjoy the superior privileges which now they are obliged to seek out of town. This should be kept by an efficient and accomplished teacher, competent to give instruction in the higher English branches, composition, bookkeeping, advanced mathematics, engineering, the modern and ancient languages, the natural sciences, &c. To this school should be transferred the advanced scholars of all the other schools in town as they shall reach the standard of attainments deemed necessary for admission to the same. A school of this kind would promote the interests of the town in various ways.

1. It would afford the means of education at home to the large number of young people who annually go out of town to attend private seminaries and academies,—thereby not only saving to such persons the extra expense incident upon attending a private academy out of town, but also retaining in town the money which is thus annually expended elsewhere.

2. Such a school would be a great inducement to good families, who have large scholars to educate, to move into town, thereby increasing the population and business of the place. It is one of the most important considerations with such families to locate in a town which affords superior advantages for education. If a town has such a school, it will secure such desirable acquisitions to its population; and, if it has not such educational advantages, it is in danger of losing some of its best families, who will be desirous of removing where such advantages can be enjoyed. Both these are considerations not to be overlooked in the policy of the town. And further, such a school would be sought by students in the adjacent towns, who might be admitted to its privileges by paying a tuition fee to the town, which could be appropriated towards defraying the expenses of the school.

3. It would not only afford superior advantages to the class of advanced scholars, who from year to year would become qualified to enter it, but, in consequence of the removal of this class of scholars from the other schools, their numbers would be so reduced that those who remain could be more advantageously classified, and would enjoy better privileges for instruction. Especially would this be the case in the schools of both villages, all of which, after such a reduction of their numbers and advanced scholars, might be taught during the whole year by competent female teachers, thereby saving from the present cost of the schools a very important item towards defraying the expenses of the high school.

4. By this arrangement, a large number of excellent scholars who have not the pecuniary means to go out of town to an academy, but who would be able to meet the expenses of this school, would improve facilities for education which otherwise they could never enjoy, and would culture latent ability that otherwise might never be rendered practicable, but which would repay to the town a hundred-fold the cost of their tuition.

5. An institution affording such advantages would greatly enhance the value of property in town, to a percentage, it is believed, which

would of itself more than pay the expenses of the school. Indeed, it is believed the town could not make a better pecuniary investment.

6. There are many other considerations which should induce parents to provide such a school for the education of their children at home besides that of the additional pecuniary expense of sending them abroad to private institutions. In the management of these private academies, they have no voice. They cannot mould the influences which such seminaries exert on their scholars. Many of these academies and seminaries are controlled by particular religious sects and denominations, and are sustained quite as much for sectarian as for educational purposes, and are therefore objectionable, and often highly detrimental in their influence. But high schools are a part of our common school system, which does not allow, but actually forbids, that the sectarian influence peculiar to any denomination shall be exercised in any way in the public schools. This school may be as much under the control of parents as any other school in town.

7. Two or three private schools are now usually kept in town every year, for about three months each, at an expense for tuition, it is believed, of from \$250 to \$300 annually; all of which might also be more profitably expended on the privileges which a public high school would afford.

It is obvious that if such a school is not established by the town, and for the benefit of the whole town, since the increase of population in districts No. 1 and 7 will soon render such a school indispensable to meet the educational wants of the two villages, these districts must shortly unite and establish such a school, to be kept for their own individual benefit, from the advantages of which the other districts of the town will be deprived. When these villages have once established such a school for their own benefit, and at their own expense, they will hardly be expected to give their vote for another, to be kept for the benefit of the whole town, in which they would have no particular interest. Hence it is evident that, if the town delays to establish a high school till these villages are obliged to sustain one in their own precincts, the desirable advantage of a public school for the benefit of the whole town will hardly be secured—certainly not till the town is legally impelled to such action.

For these and other weighty reasons, which the limits of this report do not permit us to mention, your Committee beg leave to report, that, in their opinion, measures should be taken as soon as may be deemed practicable for the establishment of a public high school in this town; and they would respectfully commend this important measure to the favorable consideration of the intelligent citizens of the town.

#### FITCHBURG.

No interest on which we act, and for whose benefit we make annual appropriations, can exceed in importance our schools. What this growing village shall be in many of its most vital interests, depends greatly upon the character of those now in the course of education.

It should therefore be the object of every citizen to lend his influence to raise the standard of Common School education in our midst.

The general character of our schools during the past year, has been,

on the whole, such as to reward in a good measure the labor and money expended ; still we hope for them larger success in the future. We find certain evils existing more or less through the town. Want of punctuality in attendance is one of the most prominent. Great injury is done to the scholars, and to the school, where absence is frequent. The scholar loses a link in the chain of instruction, the school is disturbed and retarded, and the teacher more or less disheartened by every half day's absence. If a scholar must be frequently absent, it would be better for him to leave entirely, and seek his partial course somewhere else.

Frequent change of teachers is another evil. No such consecutive course of instruction as is desirable, can be had as long as every term is to consign the pupils to a new teacher, who may be even better than the former one in some respects.

A moment's reflection renders it evident that a teacher can do much more for a scholar who is to be with him during successive terms or years, than if for the brief period of a few weeks. A teacher who is worthy to be employed at all, is worthy to be continued in the same school for at least one year.

A lack of interest on the part of parents is another evil which deserves to be mentioned. Some improvement in this direction has been made during the past year.

The parents have much to do with the child's advancement. They should see that the teacher is doing his duty, by frequently visiting the school ; that the scholar is never absent or tardy except by unavoidable necessity. In each of these particulars, great improvement needs to be made.

We would respectfully suggest that more money should be raised by the town for the District Schools, that the time of keeping them may be increased.

#### NORTHBRIDGE.

In preparing to report the condition of education in the town, we are forcibly struck by the great difference which exists in the several districts of the opportunities of the youth for acquiring knowledge ; in some parts of the town possessing advantages in which few places excel, in others having such miserable school-houses and so little schooling as to make but slow progress in their studies, and lose almost all proper respect for the government of the teachers. This seems inconsistent with the design of our school system and the justice of our American institutions.

Our attention having been called to the subject, we have noticed and felt the objections to the District System ; and we believe that the cause of education would be very much promoted if the sole management of the schools be placed in the hands of the town's committee, which should be composed of men of the best education and practical business talent. They should be paid enough for their services. By continuing such in office, they would become acquainted with the best method of obtaining teachers, the Normal Schools, and Teachers' Institutes, and be enabled to carry out a grand system of education. By application at Normal Schools, teachers could be procured whose true characters might be told by the principal, to whom time has given opportunities of knowing their intel-



lectual and moral power, and who will be qualified to judge of their tact as teachers. The methods of instruction practised in the Normal schools are supposed to be the best the State can afford ; and if their system was adopted in all our schools, and the same books used, it is evident that the scholars would make far greater progress ; if the teacher was not continued in a school, the system would be.

At present, teachers have different ways of teaching ; perhaps are prejudiced in favor of different books, and where the term is short, do not get fairly under way before the school is closed.

Besides the superior opportunities of securing teachers by a town's committee with some degree of permanency, they — not having the management to divide with any one — would feel a greater responsibility, and do their work more thoroughly. The present inequalities in the schools could be in some measure removed — the poorer improved without injury to the better. We believe the true principle for us is, fewer schools, but larger and better.

#### PAXTON.

The Statutes of the Commonwealth, regarding the schools of the State, require of every town containing "as many as five hundred families," that there shall be one school, kept "through ten months at least of each year," for the accommodation of the town, of a higher grade and character than the Common Schools, so that scholars, who wish to pursue their studies farther than they are allowed in the Common Schools, shall have the opportunity. And such schools in the State are doing very much both in stimulating the scholars of the Common Schools to press on to higher attainments, and in improving the intellectual character of the people generally, where such schools are found. Then again, by the same Statutes, it is made lawful for any town containing a less number of families, to grant money for the support of such a school, for any length of time, as they may see fit. In consequence of this provision, there is another class of towns, which raises a certain amount of money, annually, for the support of such a school, for one or more terms, each year. There are also many other of the smaller towns, where such a school is sustained a part of the year, by the enterprise and private tuition of its special patrons. Now, from the exclusive character of such a school, its influence upon the inhabitants of a town generally is not as good as one established upon a more liberal foundation ; yet observation and experience have shown that even such a school is much better than none at all. The minds of the young, who feel its influence and enjoy its advantages, are elevated to higher and nobler thoughts and pursuits than they would be if no such influence were brought to bear upon them.

But this is not all. Those towns which have no such educational advantages at the present day, are fast falling behind other towns in the intelligent character of the rising generation, in their general influence, and in their wealth. For those who are wishing to purchase a home for themselves and their families are very generally looking for one in some place, either where there are five hundred families, and of course a permanent High School, or where there are educational interest and enterprise enough in the inhabitants to secure such a school, in addition to the Common Schools, at least some part of the year. The want of such a

school, we have been assured, is one of the influences that has operated, with some, in their removal from this town, within a few years past; as we are confident that it now weighs with some who yet remain, in reference to their seeking another place of residence. On the other hand, it has come to our knowledge, that a few at least, who have looked, for a time, to this place, when seeking a home for their families, have turned away to other places, when they have known how little general interest existed here in reference to this subject. Sometimes one term of such a school can be obtained by the exertions of private individuals, and sometimes it cannot be. There is nothing that can be depended upon from year to year.

In reference to the remedy of this deficiency in the advantages of education in this place, we have no definite plan to propose. We have stated the facts bearing upon this point, as they are seen to affect the prosperity of the town and the good of the rising generation, and we now leave the subject to the consideration and the wisdom of the citizens of this place, and to their decision, whether it is a subject really deserving of some future action. We know that the annual tax of the town now is not easy to be met; and yet if there were another hundred dollars added to the grant of school money, for the purpose of securing one term of a good High School, for the benefit of the town every year, we do not think that the town would be at all impoverished, in the end, by such an undertaking. It would be one attraction to draw and to retain good citizens to the place, while it would prevent the rising generation from falling far behind those of other towns, who do now enjoy some such educational advantage.

But neither in this nor in any other idea should we ever lose sight of the importance of our Common Schools. These are the glory of Massachusetts, and can never be neglected without shaking the foundation. As they must ever form the basis of all the literary institutions of the land, they should be vigilantly guarded, and should be preserved in a healthy and vigorous state. Every thing in the way of comfortable houses for study, books, and other facilities for improvement, should be cheerfully provided.

#### SHREWSBURY.

*Selection of Teachers.*—We also submit another suggestion to the candid and earnest consideration of the town. We do it from the most thorough conviction of its importance, a conviction which has been strengthened by the experience and observation of the past year, which alone would lead us to a recommendation which, if adopted, would add greatly to the labor of the School Committee. The gentlemen who may be elected to serve you in this capacity would, without doubt, if they consulted their own ease, choose to be free from this additional responsibility. A faithful discharge of the duties already imposed on the office renders it sufficiently onerous, and the honor and compensation would not, in themselves, be sufficient to induce men at all adapted to the work to undertake it. Only a deep interest in the intellectual and moral cultivation of the young and its result, the general diffusion of intelligence and virtue in the community, would be a sufficient motive. A committee actu-

ated by that motive will not shrink from whatever may benefit the schools under their charge.

We propose, then, that the duty of engaging teachers be transferred from the Prudential Committees of the several districts to the general School Committee.

### SOUTHBRIDGE.

The distribution of your schools, under different grades, exerts upon the pupils the happiest influence. Such an arrangement properly classifies talent and acquirements, affords facilities for instruction, and supplies fresh and congenial incentives to intellectual exertion.

The pupils of the Primary and Intermediate departments, quite generally, look forward with interest to the time when they will be permitted to pass to higher branches of study. They find incentives ahead, as well as around them. Their thoughts are stirred and their minds brighten with ever renewed interest, as they rush onward to take the prize. Nor are their advanced companions less active and zealous. They witness classes of more tender years hurrying to rival their attainments. Their influence is mutual, and most salutary.

We find evidence of this in the steady interest and general good deportment of the pupils. A goodly number have passed through entire terms, without being absent, or tardy. They have exhibited the fruits of diligence, loved study, and acquiesced in good government. With two exceptions, the schools have continued through the entire terms.

And, as a practical solution of the question, we would reiterate a sentiment contained in the Report of last year. We refer to the employment of teachers by the Town Committee. We have no complaints to make against the Prudential Committees. Their labors have, generally, been faithful. Yet we think it will be conceded by all, that a Town Committee enjoy greater opportunities for selecting teachers, inasmuch as they are, generally, more familiar with the subject, and better acquainted with the sources whence they are derived.

This plan, also, would afford additional advantages, in the proper distribution of teachers. Each teacher would obtain the school adapted to his gifts or acquirements, and thus his success be rendered more certain, while the resources of instruction in the town would be augmented.

But as this point was discussed in the Report of last year, we will not enlarge on its advantages. We bring it to your notice, with the hope that the town will see it best to intrust this duty to the Town Committee. And as we now close our duties as your Committee, we trust the suggestion will not be attributed to personal motives.

To one other subject would we invite your attention, which, though last named, is regarded by us as of first importance. Allusion is made to a High School a project brought up somewhat conjecturally — in the last Report. The law requires the establishment of such a school, and its continuance for ten months in a year, in every town that contains five hundred households. By a census taken last year, it is ascertained that more than that number of families is embraced within the limits of the town, and that any delinquency in this matter exposes the town to the severe penalty of the law.

But we feel confident that nobler motives will enlist your sympathies

and interests in the enterprise. Other towns, more, even the whole Commonwealth, is kindling into enthusiasm, and affording facilities unprecedented for popular education. We are not willing to believe you will allow your own to fall in the rear, or to be second to any in the educational advantages it affords. Such an institution would give you a name and character abroad, and exert an attractive influence on families interested in the subject of education.

The influence, however, that such a school would exert at home, affords the most cogent arguments in favor of its establishment.

It would be a great light among you — a grand exemplar — a model of good instruction and scholarship, throwing its illumination over all the other departments. It would be a goal encompassed with goodly prizes — with noble attainments — to whose possession your sons and daughters would aspire.

Such a school would afford educational advantages to a class of advanced youth among you. It would train them in the higher branches — educate them for business, for life. They are a class you cannot well afford to spare, or leave uneducated — a class of ingenuous, active minds, that need only to be educated to do honor to the town. They are marked out for the pillars — the chief supports of society — the real soul of the next generation; and shall the town begrudge the pittance that will fully qualify them for their high vocation?

In this, too, it is believed, we have the only feasible plan for their complete education. In the Grammar School, their studies cannot well be, and certainly ought not to be, pursued to the desired extent. Nor will this be done at an academy. Some have not the ability to meet the expense; others, not the disposition; but few, and those mostly such as look forward to some of the professions, will avail themselves of academical privileges. At the same time, were those appliances at home open to the poor as well as the opulent, many would be induced to profit by them.

This plan, again, would remove the higher branches from the Grammar School, where they cannot be the most efficiently taught. Other studies, more appropriately, belong to that department, and demand the time and attention of the teachers. And, even if the best proficiency is made in them, it is done to the detriment and exclusion of other studies. Usually, a few advanced pupils in algebra, geometry, or Latin, engross a larger share of the instructor's time than all the rest of the school, so that the district is paying for the education of some half dozen pupils, to the neglect of the great mass of its children.

With a High School, this whole process would be reversed. The advanced scholars would enjoy better opportunities under the instruction of competent teachers, whose whole time and efforts would be devoted to the higher studies. At the same time, the Grammar School would be placed under a better regimen. Teachers could give their time to the studies appropriately belonging to it. The school would be advanced, would become more thorough, would more nearly reach the ideal of a Grammar School.

#### TEMPLETON.

There is much that is praiseworthy in the general aspect of our schools.

Their average character has been highly commendable. Many pleasing indications of improvement have been manifest in several of the schools, as well as some encouraging tokens of increased interest in the cause of education on the part of parents and citizens in general. But while our schools are doing much for the education and improvement of those who are soon to fill the most important places in the community, detailed specifications will show that there is occasion for still greater exertions in this cause.

The Convention of Teachers in this place, early in May last, had a highly beneficial tendency, in awakening increased interest in the cause of education. Not only were our teachers profited by the able lectures and instructions which the occasion afforded, but also by having enkindled in their bosoms, through the sympathies of so many engaged in the same pursuits, the noble aspirations of their high calling. We think it impossible for teachers or others to attend the sessions of such an institute, and listen attentively to the discussions on the best methods of teaching reading, writing, arithmetic, &c., and the lessons given in these various branches by eminent and experienced instructors, without forming more correct views of what constitutes a good teacher, and a better knowledge of these branches of science, which must be of benefit through life.

It is a matter of special satisfaction to the Committee that this noble agency for improving the qualifications of our teachers received the cordial hospitalities of the citizens of this town. The Board of Professors, and all the members and friends of the Institute, who attended, were entertained during the week free of expense. But we are convinced that the community, who so generally attended the highly interesting evening sessions, felt fully compensated thereby for these their efforts in behalf of education.

### WEBSTER.

But the great question on which the town must act to-day, is the question of District or Town Schools. By looking at the acts of the last Legislature, we find the District System expires to-day by action of law, — or rather, it is left at the discretion of the School Committee whether to abolish it or not, — unless the town, by vote, shall otherwise determine. This appears to be a wise regulation; for, admitting the proposed change to be a good one, the public sentiment in many towns might not be prepared for it; and consequently to force the intended reform would only stir up bitter opposition to it, and would destroy its otherwise good effects for a long time. In relation to the proposed change from District to Town Schools, and consequently placing them under the entire management of the Town Committee, the present Committee do not differ from the opinion expressed in the very able report of the chairman of the Committee of last year. We think that, if the people are prepared for the change, and will enter into it heartily and perseveringly, and will not be too much startled at whatever of little imperfections and irregularities, which are always more or less attendant on the first operation of any new system, no matter how good in itself, the proposed arrangement will be found perfectly satisfactory to all concerned; and that, if it can be kept in operation two years, under the supervision of a

judicious and devoted committee, but few, if any, would be found wishing to return to the old plan.

Your Committee feel justified, then, in the conclusion that, if the proposed method be adopted, it would have a direct tendency to elevate the professional character of your teachers, where they are not already what they should be.

The second consideration we would advance is, by the new system the advantages of gradation might be more generally applied to our schools. If the town assume the schools, no arbitrary geographical lines will then stare us in the face, absolutely forbidding all improvement in this direction in at least one half the town. The transcendent advantages of graded over mixed schools are so striking and clearly obvious as hardly to need argument.

The chief excellence of the present mode of teaching, as compared with that of twenty or thirty years ago, consists in thoroughly drilling the learner in all the principles of the sciences which he studies, and giving him a perfect understanding of all his lessons; and thus creating a strong interest for study, and more perfectly training the powers of his mind. But practical teachers find in mixed schools that there is not time for all this. They are obliged to hurry through each recitation without the proper explanation, questioning, and familiar conversation, which is necessary in order to be sure that every thing is well understood and firmly fixed in the mind of each scholar: and thus a large share of advantage is lost.

#### WESTBOROUGH.

We bear our willing testimony to the ability and fidelity of our teachers the present year. The parents, guardians, and the public generally, have manifested an increased interest in the welfare of our schools by a greater number being present at the examinations in the various districts, and in an increased effort to have the scholars punctual and regular in their attendance. A larger number of scholars than usual attended the summer terms, and more progress was made in the elementary principles of a thorough education, (in the opinion of the Committee,) than in any former year. This was no doubt the result in a great measure of an increased interest in the cause of education, consequent upon the establishment of the High School. The winter schools have been taught, with a single exception, by female teachers, and we are happy in being able to state that the schools already closed, and those now in session, have been unusually successful.

#### WESTMINSTER.

First, it may be asked, "What benefit is it to the town to maintain its district lines?" Will it be said that they mark the territory within which the school is to be kept, and the children are to reside who attend it? But school-houses are not always located in the centre of the districts, and many times children may more conveniently attend school in some other than their own. It is believed that there are instances in this town which verify this statement. Again, the population of the districts is constantly changing. In some places there will be villages springing up, which make it utterly impossible to fix any permanent lines

for a school, so that justice shall be done to all families. In some districts, the population may be almost wholly one side from the centre of territory, and it would be as manifestly unjust to locate school-houses there, and compel the majority to attend the schools, as to compel some scattering families to go to the centre of population. If it were not for the district lines, both might be better accommodated at some other schools. That system is mechanical and arbitrary that cannot adapt itself to existing circumstances. Another benefit arising from the abolition of the districts is, that fewer schools may be kept in town, and consequently made better by having more money for their support. It is a settled conviction of those who have examined the most efficient schools, both in this country and Europe, that a school of thirty-five or forty scholars is much better than one of half those numbers. One half, if not more, of the schools of our town average only from about fifteen to eighteen scholars. Now, if the districts were abolished, and schools established where they would best accommodate the children, it is likely that we should have several school-houses less in town. In Districts Nos. 10, 11, and 3, all contiguous, the average attendance for the last year was fourteen, sixteen, and seventeen, respectively. The average of all these schools is only forty-seven, a number sufficient but for one school, capable of being made of a higher order than one alone can possibly be. Here is a needless waste of money, without giving so good schools. We do not say that all the small schools in town could be so advantageously united; but by doing away with the district lines, much good might result to the schools. Another important purpose which it will serve is, to save the districts from those broils and contentions which are so frequently provoked in the erection and location of school-houses. Under the present system, the schools are impaired, if not destroyed, sometimes by this cause. If a house is to be built, it will be too costly for some, and not enough so for others. If one is to be located, it will be too near some, and too far from others. And thus the mutual good feeling and coöperation of parents, which the success of the school demands, is interrupted and taken from it. We have a striking proof of this statement in one of the districts of our town. If the town should abolish the districts, it would remove this bone of contention, and prevent others that will be likely to arise. It may not be possible under any system to locate school-houses so as equally to accommodate all. This is not expected. But if the town manages this matter in its corporate capacity, as it does all its other business, and intrusts these great interests of education to wise and disinterested men, those families that are situated farther from a common centre, and cannot, of course, have equal advantages with some others, will be more likely to acquiesce, in a good spirit, in the democratic principle of the greatest good to the greatest number. The Hon. Horace Mann condemns the District System, as one of the most unfortunate moves that was ever made for education. His successor, the present Secretary of the Board, takes the same ground; and it is now strongly recommended to towns to abolish their districts, before any more steps are taken by them in building and locating school-houses.

Secondly, we would offer a few words respecting school-houses. In case the districts are given up, the town takes possession of all the school-houses; and it will be its duty to provide equally good ones for all

sections of the town. The present miserable condition of some of the school-houses in town shows the inadequacy of the District System — or, at least, a palpable neglect of duty somewhere. As the case now is with the districts, some will have tolerably good school-houses, while others will have poor ones. It is often the case that in some of the districts rich and penurious men reside, who either have no children to educate, or who are more interested in money schemes than in schools; and they so influence the action of the districts, as to make them continue their miserable apologies for school-houses. In this way, those families who would desire to have good and suitable houses are made to suffer.

Thirdly, the employment of teachers. Were your committee to consult their own convenience, they would not be anxious, of course, for a change here. For, in case the districts are abolished, and the school-houses assumed by the town, Prudential Committees would have no legal existence. A committee that is chosen from year to year ought to be better acquainted with the character and condition of the schools, and better qualified to adapt teachers to them, than Prudential Committees, who are only chosen for one year, and who are then not always the best men of the district for that office. The committee of the town, again, should be men who are more familiar with the popular instruction of the day, and thus be enabled to call to the office of teaching those who are better qualified than those who sometimes now have charge of the schools. As the case is now, if the Prudential Committee has some friend, perhaps a german cousin, he may be induced to select him, if not half qualified for the school. An influence like this would not be so likely to extend to a whole committee, and who ought to feel too much responsibility to permit even a friend, unqualified, to enter a school. It is the decided opinion of the Secretary of the Board of Education, that the towns ought not to transfer this power into the hands of district agents, but to leave it, where the law originally leaves it, in the hands of the School Committee.

In conclusion, we call upon our fellow-citizens to deliberate upon these recommendations before they act, and not let that prejudice govern them which favors an existing system because it is old, and has answered tolerably well a demand of the past. The tendency of the age in which we live, in all the various departments of physical, intellectual, and moral action, is for reform. The young men of to-day will not, and ought not, to wear precisely the same fashioned coats their fathers wore, nor will they be content to work with the same tools, at the bench, or on the farm, with which they labored. Can it be said, then, that they will be content with the same old system of mental training, however well it may have answered the demand of the past? Are we faithful to our children, and to those who are to come after us, when we quietly fold our hands, and say, that we are willing they should enjoy no greater advantages for schooling than we enjoyed?

Let us, then, adopt enlightened views on this subject, and take those timely steps that will secure for them a comprehensive culture — a sound, practical education, which is better than gold and rubies.



## HAMPSHIRE COUNTY.

## ENFIELD.

The Superintending Committee have nothing very unusual to report of the state of the schools for the year past. The schools have been successful. Some of them have been marked for spirit and efficiency beyond others; but none have failed of a good degree of diligence in both instructors and pupils.

The case of one district might seem an exception to this statement, where the interests of the school had for some years fallen into neglect and decay; but the past year has shown a waking up even there. Their school-house has been repaired and remodelled, and some success has attended the effort to revive the ambition of the scholars. It is hoped that the inhabitants of that district will still unite their energies to bring up the school to its proper level. The committee feel that every thing there is depending on the union of the heads of families in firm and faithful action. In a district so small in population and disadvantageous in location, it is in the power of a few to defeat the best efforts of a limited majority.

As to the schools in this town, generally, the committee may remark, that it is not difficult to maintain them at a certain level of character and improvement. This has been easily done for years. It is a course of things which has grown into a habit among us. Nothing less than this will be tolerated by the people; for the fathers are wise enough to insist upon it that the children shall have at least as much education as themselves. All this is very well; but at the same time it is equally true that there might be a more elevated standard of instruction; and it is quite as true also, that to secure such an advance is very difficult under existing circumstances. It is difficult for such a town as this, for instance, to secure the stimulus and advantage of a gradation in the schools. Yet even if partial arrangements of that kind were attempted, it might amply repay the trouble and cost; and it is difficult also to command the best teaching and arrangement for all the schools at the present amount raised in the town for school purposes; but this is an impediment to progress which might be removed. A spirit among the people to project and undertake, on some different and more enlarged plan of operations, is commonly an impulse towards improvement in some degree, though all that is desired and sought be not attained. In connection with these suggestions, and in closing their report, the committee would call attention to the necessity of one thing at least — the division, on some plan, of the scholars of the first District School. For obvious reasons this school is excessively large: having also usually a great proportion of small children, it becomes unmanageable. No teacher can do it justice. Perhaps, in connection with the case of this school, some more extended arrangement for grading a portion of the schools may be

deemed advisable. A simple division of the scholars in that district will be a matter of necessity. But the committee would venture to suggest that a more enlarged plan, embracing several neighboring schools,—though it has been formerly agitated without effect,—is well worth renewed consideration. If any thing of the kind practicable could be hit upon and carried into operation, the benefit of it would not be confined to these neighborhoods. It would act probably as a stimulus and an elevation in the work of education throughout the township.

#### GRANBY.

Such being a brief statement of the condition of our schools, it is not improper to propose, for the serious consideration of the town, the question, whether something cannot be done to improve and elevate their character, and thereby advance the cause of popular education.

This subject is usually incorporated in the annual report of your committee, and has doubtless become, together with the suggestions growing out of it, a trite, but yet, we trust, a not unwelcome theme. In whatever aspect we view it, whether in its relation to the future well being in this life of the rising generation, to its influence on the condition of our town, our State, or our country, or whether we view it in its grandest and noblest aspect, as a means of developing those God-given powers which are thus being prepared to understand and interpret the mighty mysteries of creation, to swell the aggregate of human knowledge, and to appreciate better, and enjoy more exquisitely, the infinities of celestial knowledge hereafter, this subject is fraught with overwhelming importance. Therefore, though stereotyped it may seem to be, we still venture to urge it upon your consideration, hoping thus to awaken a new interest therein, to induce parents to look well to it that their children may enjoy and improve all their advantages; Prudential Committees to be, if possible, more earnest in the discharge of their duties, and our successors in office to be more efficient than we have been, and more vigilant also in guarding these the highest interests of our town.

While the notes of change in some of the principal features of our Common School System are being sounded in other parts of our State, it should be a matter of serious inquiry with us also, whether advantage would not accrue to our town from a similar change. Agreeably to the recommendation of the Board of Education, a large number of towns are abolishing the Districts and are resorting to the plan of grading their schools. Although this may seem to be a serious innovation upon the basis on which our schools rest, and one of doubtful expediency also, yet we believe it to be a change which we, in common with all the towns of the State, will ultimately adopt, and one which, when adopted, will vastly augment the benefits resulting from the annual expenditure of school money. A just appreciation of the relative value of our schools under the present District System, with its numerous inseparable evils, will convince every candid person who would consult economy as well as utility, that we can ill afford to continue this expensive system much longer.

We hazard nothing in saying, that were our school districts abolished, and a graded school established, our town would derive double the amount of benefit from the money annually appropriated for Common Schools.

It is a lamentable fact, and one which is apparent to every tax payer in town, that we fail to realize that amount of good from our school money which we ought to expect under an enlightened system of expending it. This is owing in part to the difficulty of procuring good teachers, and partly to the various difficulties which even a good teacher is obliged to contend with, both in and out of the school-room. A District School is made up of scholars of all ages, from three or four to fifteen or twenty years of age, and as great a variety of capacities as of ages may usually be observed, rendering a satisfactory and economical classification of the school almost, if not quite, impossible. The great diversity of studies which characterizes our schools at the present day adds much to the labors of the teacher, dividing her time and attention to such a degree that we have sometimes wondered that the scholars make as much progress as they often do. These difficulties would be obviated by the new system. Another objection to our present system is, "that our schools are no longer capable of giving the education required by the character of the times." Though the High School—which, we trust, has become an established fact—will in some degree compensate for this disadvantage, it is obvious that few, comparatively, will avail themselves to any great extent of the facilities afforded by it to advance their education. The prevailing sentiment of the present day is, that all classes should be permitted to drink from the perennial fountain of knowledge at the public expense; and a system of graded schools would place within the reach of all the opportunity of obtaining as thorough an education as is possible outside the walls of a college.

#### HADLEY.

*The High School a great public benefit.*—The inquiry of course arises in the mind of every citizen studious for the best welfare of the town, Is, the school a public blessing? An answer is due from us. We reply in the most unhesitating and emphatic manner, It is in our view a great public blessing, and will continue to be if the existing arrangement, or something equivalent to it, be perpetuated. The history we have given of its brief existence demonstrates its utility, as we think. But still other considerations are worthy of notice; e. g., the privileges of the school are greatly extended. It is now open to a large class, to whom before it was virtually closed—a class who could or would not enter if obliged to pay tuition; or, if they went at all, their connection with the school would be limited to a single quarter in some instances, and in others to two or three. Now, children are there from families of narrowest means, and they are able to continue on, quarter after quarter, in regular succession. This is a great point gained, and one that could never be secured under the old order of things. It is a gain to the individual scholar, and a gain to the entire school.

Several families have enjoyed the school to the amount of \$10.50 in a single quarter, according to the prevailing rates of tuition. Other families have enjoyed it during the year to the amount of from three to thirty dollars, and even upwards.

Some of these are families whose circumstances would warrant no such outlay, and the school is open free to every such family whose children can sustain the examination. It is, then, of special value to those

who prize a good education for their children, but whose means are small. If the school, as at present constituted, favors any class, it is certainly the poorer class. They of all others have reason to prize and cherish it.

Thus, while the school is equally open to all, and while its value is greatly enhanced for all its members, it extends its advantages to many who before felt that they were out of reach.

But this is not all. It is a great help to the Common Schools. It has been often said that an Academy damages the Common Schools in the town where it is located. It has been said of this, and not without reason. While it is true, beyond controversy, that it has been a great advantage to very many families and individuals, and, indeed, to the community through them, still it is true that children whose parents could afford to pay tuition have left the Common Schools and gone to the Academy too soon for their own good and that of the Academy, while the Common Schools have sometimes suffered by the premature removal of a portion of the best scholars, and others as bright have felt it a sort of degrading distinction to be left behind. Formerly scholars could leave the Common Schools any moment, for any reason, from disaffection towards a teacher, or to avoid an examination, and find refuge in the Academy. But this is no longer possible. Town scholars now can enter only at the beginning of the term, and by submitting to an examination. Thus it operates as a protector of the Common Schools.

The Academy, then, no longer injures the town schools. It does them great good. It furnishes them a healthful stimulus. The hope of entering excites to study, as well as the fear of failure. Scholars look forward to the day of examination, and strive to be ready to meet it.

We have seen this influence at work the last year in the most marked and unmistakable manner. Teachers assure us that the existence of a school of a higher order to be entered only on examination is a happy thing for the lower ones. Parents testify that their children have studied as never before, because they had the Academy in their eye. The existence of such a school here, as elsewhere, stimulates teachers, parents, and Prudential Committees. It makes Prudential Committees careful not to employ an indifferent teacher. It excites parents to watch over the progress of their children, and to help them on in their studies. They do not wish to have them apply for admission, and be refused for want of suitable qualification; and hence they do something to aid them in qualifying themselves.

Teachers do not like to have the scholars return to them as unqualified. It is a testimonial to their want of success which they do not desire. Such, in a word, is the working of this system where it exists. So it operates here, and will while it has a being.

The Academy and the Common School are parts of one whole, and are mutual helps to each other, instead of being an injury to each other, as they are to some extent while they maintain a separate existence.

Words can hardly be needful to show that the existence of such a school must tend greatly to elevate the intellectual and moral tone of society in our midst. It will furnish ground for a worthy self-respect. It will give us honor abroad. It may become our most honorable distinction. Its existence will tend to assuage local prejudices, and extinguish old animosities, and advance the general prosperity of the place. It contemplates harm to none. It will be a friend to every good interest,

a source of satisfaction to every lover of his kind, though he may think it of no advantage to himself personally. We do not mean to say that the school is in all respects perfect. In many points there is room for improvement. Its present is a great improvement on its former condition, and warrants the hope of still further advancement. On the whole, we think the result of the experiment ought to satisfy the warmest of its friends, and to dispossess any intelligent mind who is sincerely the friend of education of all coldness, prejudice, and hostility.

#### MIDDLEFIELD.

Your committee, in making their report, would make a few remarks in regard to the number of districts—of which, in the opinion of your committee, we have too many. The money and scholars are so divided that the schools are short and so small as to be of comparatively little value. We have eleven districts in town, and the average attendance is only about thirteen, which is far too small for a profitable school.

It is much harder to interest or get up the ambition in so small a school than a good sized one. A school of thirty scholars, other things being equal, will make more progress than one of ten or fifteen. But a number of schools do not have as many even as ten. On account of the number of districts, we have to hire so many teachers that we are obliged to take up with second-rate ones, or go without.

Our schools cost the town upwards of \$1000 the year, and we have only about 150 scholars that attend school during the year, of all ages; and, in the opinion of your committee, the advantages derived from our schools under the present system fall far below what they should, considering the outlay. I know the objection to be, that children cannot walk so far. In ordinary weather a child can walk a mile or two without inconvenience. They will run twice that distance in play, and not complain.

The next subject to which we would invite your attention is, that of change of teachers. In the first place, get good teachers, and then keep them as long as possible in the same district. This rotation of teachers is not quite so beneficial as rotation of crops. It is productive of much injury to schools.

The teacher comes into school a stranger. She is diligent in looking over the scholars, and ascertaining their standing and acquirements; classes them according to the best of her ability, and begins. But it is only a beginning; she soon learns that she has made mistakes, and rectifies them. Day after day is spent in doing what her predecessor, if a good teacher, would have done in an hour. It will take her a month, perhaps, to regulate, learn the disposition, and acquire an influence over them, and get the school under way; whereas a teacher acquainted with the school is ready to start right off.

#### PRESCOTT.

Upon the whole, your committee would congratulate the town in the success of their schools. It is believed that few towns have succeeded better, or that more able and faithful teachers have been employed than have been employed the past year. We find, in the different districts, a disposition to employ experienced teachers, and to give them some-

thing like a liberal compensation for their services. The cheapest teachers, which are sometimes employed, are in the end the dearest. The moral and intellectual training of the young cannot fail to interest parents who regard the present happiness and future usefulness of their children. Your committee feel that too much importance cannot be attached, especially to the moral training of our schools. The nursery and the school-room, in an important sense, shape and form the character of our children. No one would think of bending the sturdy oak in consequence of some defect. The twig, the sapling, may be inclined almost any way. So with the mind of the child. Hence discipline is requisite to shape, to incline the minds of the young into the paths of virtue. The careful observer, who can read character, who can remove, as it were, the veil which gives one an insight into the inner man, may predict with some degree of certainty what is to be the moral and religious influence of the young as they go forth into the world from the school-room.

Abundant as are the means of moral and intellectual improvement, no parent can be innocent who refuses to have his children avail themselves of these rich benefits, which are brought within the reach of every grade of society. It is in our Common Schools that there is created a thirst for knowledge. It is the school-house which has made New England what it is. From our schools an influence for either good or evil is to go forth, which is destined to be felt, not simply in our own immediate districts, but in our State, in the councils of this nation, through the world.

#### SOUTH HADLEY.

The District Schools in this town are thus accomplishing valuable results, and yet plainly not all that as a people we need. It is believed that, if possible, an opportunity ought to be given, at public expense, to all the children in town, to pursue a course of study by which, in intelligence and mental discipline, they shall stand side by side with the children of the most highly favored towns. And if there were sufficient enthusiasm and self-sacrifice on the subject, we believe this might be done; not by establishing at some central point a school for the more advanced scholars alone, for this would embarrass if it did not annihilate the District Schools, most of which are already far too small, but by consolidating these seven districts into one, and making provision, at common expense, for bringing the children together by public conveyance.

We believe that in this way we might have here one of the very best schools in the Commonwealth; and that by a regular gradation in the classes, furnishing the opportunity and stimulating the desire of progress, a spirit of enthusiasm might be awakened, and results attained, which under the present system it is absurd to expect.

But it would require a considerable expenditure of means at the outset to provide suitable buildings, and including the cost of gathering the scholars daily, it would be more expensive in its operation than the present system. But, considering the actual results, it is believed that it would be an economical measure; for then we should be able to educate our children at home; and all could have the advantages at home which a few only feel able to seek for their children abroad.

There would be far greater inducement than now for families having children to educate to settle amongst us, and far less necessity for such families already here to remove.

This sending children between the ages of twelve and eighteen away to school is not only an expensive, but a hazardous measure. For an example of the first: two young ladies went out of town last fall for advantages of instruction not to be obtained here, and the expense to their parents for a single term was not much less than one hundred dollars, besides outfit and books.

Now, a few such hundreds of dollars, wisely expended, would furnish like advantages to all our children.

Your committee have no definite proposition on this subject to recommend, but throw out these remarks for what they are worth, believing that some such plan as the one spoken of would, in the end, work admirably, and, on the whole, would be an economical plan for this part of South Hadley.

So long as the present system continues, however, it should be our aim to make the schools as good as possible; and in order to this the frequent change of teachers should as far as possible be avoided.

For obvious reasons, a teacher who is acquainted with the school, with the scholars and their progress, other things being equal, is far better qualified than a stranger to carry the school successfully forward.

This fact is oftentimes strangely overlooked. A competent teacher ought by all means, if possible, to be retained. The difference of fifty cents or a dollar a week in wages ought not to have any weight against the obvious advantages of such a plan.

Another thing: the parents should see that the children are regular and punctual at school. They ought to know, and to impress it upon the children, that absence from school or tardiness is a public calamity; that all the operations of the school are embarrassed by it; and that on no account, except in case of absolute necessity, is it ever to be thought of. And besides, the habit of regularity and punctuality is of the utmost importance in life, and should by all means be cultivated in the child from his earliest years.

We are happy to be able to say that some of the children have gone through the different terms without a single absence or tardiness. Such children, your committee believe, deserve to be held in high honor; and they feel half inclined to recommend that to every such child a silver medal be given at public expense, and to the parents of every such child a medal of gold.

### WARE.

The Board of Education have recommended to abolish the School District System, and instead, to adopt the general, or one district; and they have given good reasons for this plan, which would doubtless operate well in many towns of our Commonwealth. Yet with all due deference to these suggestions, we think there are good and sufficient reasons in our town to continue, for the present, the old plan. One reason given for this change, is the fact that often the Prudential Committees are chosen, not for their fitness for the trust, but because they will accept the office, that they evince a greater desire to save a few dollars to the district in hiring a cheap teacher, or in obtaining an incompetent person,

and paying the price of a better one, merely because there was a relationship existing, more important to him than the welfare of the school. But your committee can fully exonerate the Prudential Committees of Ware for the past, as well as previous years, from this charge; for we feel confident that without exception they have endeavored to promote the interest of their respective schools. This is doubtless attributable to the care the districts have taken to select judicious Prudential Committees. As a proof of the good selections made, we would refer you to the success that has attended the schools in town the past year, as shown by the examinations, which, almost without exception, have been very satisfactory to your committee.

An objection to this change in the District System is, that the School Committee already have sufficient duties to attend to without adding those of Prudential Committee. It being now optional with towns to adopt the general District System or retain the present mode, we would recommend the latter, for the present at least, as more likely to give general satisfaction than any other.

After a careful consideration of the wants of our Common Schools, and the best means of promoting their uniform prosperity, and to bring them more nearly under a general supervision, we would recommend to the town a modification of the present supervision of the schools; and that is, to choose a committee of five or seven—and we think the latter number preferable;—let them be selected from different sections of the town, and one of this number be chosen with special reference to visiting schools, whose duty it shall be to make all the regular visits throughout the town during the year, excepting the High School, and to report to the committee at regular meetings the state and condition of each school; and this visitor shall be subject to the Board, to carry out their directions and recommendations respecting the schools. It is thought that by adopting this, or a similar plan, the schools will have a more uniform system, and their progress, as compared with each other, better understood. This kind of supervision has been successfully tried in other places, proving the most beneficial and economical method yet devised. The High School, as heretofore, may be under the direction of the whole committee, or of a sub-committee. This method has, in part, been practised during the past winter by your committee, and has, as we think, succeeded well, especially as there had been no previous arrangement to this effect.

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## HAMPDEN COUNTY.

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### LUDLOW.

It was a decision of the committee at their first meeting for examination of teachers, for the summer term of the schools, that no person should be approbated but such as were well qualified to instruct in all



the common English branches taught in our District Schools. Although they rejected but one person on examination, as not having the necessary literary qualifications, yet they feel constrained to say, that if they had been more rigid in their examinations, it is possible that greater improvement would have been made in some of the schools.

There has always more or less prejudice existed in this place against the School Committee's exercising the full power that the law gives them in the management of schools; and this in our opinion has been a serious hinderance to their improvement. It is perhaps not known to all the inhabitants of this town, that the Town Committee are invested with all the power of hiring teachers, and taking the whole management of the schools, unless restricted by vote of the town at their annual town meeting. This the committee believe to be a wise and salutary statute, and would operate greatly to the advantage and improvement of all the schools, if fully concurred in by the inhabitants of the town. The committee certainly are, or ought to be, better judges of the particular qualifications of teachers for particular districts than the District Committee can be, as they have the oversight of all the schools of the different districts, and the particular qualities of the teachers for the various schools. We find that most of the Prudential Committee engage the first teacher that applies for the school, and although the committee have the power to reject the teacher on examination, yet, in most instances, it causes disagreeable feelings, and comes in conflict with the Town and District Committees. Some of the committee have had experience in this matter within the last two years, when the Prudential Committee refused to hire a teacher, and it devolved upon the Town Committee to set up the school. The committee accordingly hired a teacher, and took the whole management of the school; and it is believed that every one of the district was fully satisfied, and declared that the school was the best they had had for years.

Your committee would therefore recommend that the hiring of teachers and the whole management of the schools be left with the Town Committee, for at least one year, that a fair trial may be had; and then if not successful, the town can vote the next year to return to the old system.

#### TOLLAND.

We are of decided opinion that the present District System is a check upon the progress and improvement of Common Schools. We believe the town, as a town, ought to have the supervision of their schools, that by it the smaller or more backward schools might be aided more effectually by the town; weaker parts of a community need the assistance of the stronger. We believe the school-houses ought to be built and repaired by the town; also, that the Examining Committee would be better able to secure and contract with the teachers, and superintend in regard to the time when they shall begin, and how long to keep, than by the present method, by Prudential Committees. Now, the Town Committee do a part, and another mass a part, which requires eight of them in this town, besides the Town Committee. One Prudential Committee wishes to have a teacher examined at one time; another Prudential Committee at another time; some Prudential Committees refuse to act, or act part of the time; some of the districts do not choose any,

nor can they: these things, in view of your committee, are disastrous to the best interests of the schools. The evil might be remedied, or it would not be as serious, were the entire charge of the teachers in the hands of one Board of Committee.

#### WEST SPRINGFIELD.

If any way can be devised to reduce the number of districts, or to abolish them altogether, and adopt the system of graded schools, it would be advantageous both as to economy and instruction; and we recommend that a committee be appointed by the town, to inquire into the expediency of making some change, and of adopting the system of gradation in the schools.

The condition of the schools for the past year has compared favorably with that of the previous year. Females have been employed in many of the schools for the winter, as well as the summer term, and to good advantage. And we are happy to say that there is an increasing desire on the part of the people to employ well qualified and accomplished female teachers, and to retain their services through the year, and even for a longer time. Let this become the practice, and with good wages, they will soon occupy a better position in their vocation, and elevate the character of the schools.

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### BERKSHIRE COUNTY.

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#### ADAMS.

*High School.*—The town of Adams, possessing a population sufficiently large, has responded cheerfully to the provisions of the statute requiring her to support a school where the higher branches may be taught during the year. This law is based upon the supposition that a town containing five hundred families would, of course, furnish a large number of scholars who could not derive those advantages that their advanced condition in the sciences required from the District Schools of the town. However true this may be of other towns of this size in this Commonwealth, it is not in the strictest sense true of the town of Adams; nor indeed can it be true of any town whose great industrial pursuit is manufacturing in its various branches, thereby giving to the population that instability that ever must characterize such towns.

*The District System.*—Your committee feel sensibly the importance of certain modifications or changes in the present District System, in order to remove certain obstacles that lie in the way of the progress of our Common Schools. We are at least convinced that the matter of hiring teachers should be left entirely in the hands of the Town Committee, for it must be presumed that they better understand the condition of the schools, and know the peculiar qualifications requisite in a teacher to

enable him to discharge his duties to such school to the best advantage. A peculiar favoritism pervades the districts, by which certain individuals are foisted upon the district against the wishes of a majority of the citizens comprising such districts. This, in many cases, completely destroys all interest in the school, and the money appropriated for such school is completely wasted.

*Teachers.*—The committee have endeavored to raise the standard of qualification in teachers, and hope our successors in office will do more than we have done in this way. The committee cannot do this alone and single-handed. They must have the coöperation of their fellow-citizens, because it cannot be expected that gentlemen and ladies will make teaching their vocation, and fit themselves for their work, unless they have a prospect of obtaining for their services more than is too grudgingly doled out to them in most of our school districts. True economy is to employ the best of teachers, and pay accordingly.

*School Superintendent.*—Your committee fully believe that the town should elect a School Committee, with the understanding that the chairman shall devote his time, almost exclusively, for at least six months in the year, to visiting schools, and looking after their interests, and in lecturing on the subject of popular education in the various districts; and thus excite a deeper interest in this important subject. We believe that this mode would be attended with less expense than the present plan.

#### ALFORD.

The School Committee report that there are some infelicities existing in our present school system, to the consideration of which your attention is respectfully invited. The practice of authorizing Prudential Committees to select our teachers has obtained in this town for many years. Now, the appointment of teachers is a matter of vital importance to the interests of our schools. All other considerations are subordinate to this, for upon the wisdom of its exercise depends their success. We may make liberal appropriations of our money; we may build commodious houses, and furnish them with all requisite apparatuses; we may require the most careful supervision on the part of our committees; yet if we fail to select good teachers, it will be impossible to have good schools. "As is the teacher so is the school." It is he that must give it tone and character. It is important that men of intelligence and experience be selected to superintend our schools; but the power of appointing teachers is vastly more important, and its adjustment calls for a corresponding exercise of judgment and discretion. It not unfrequently happens that men are appointed to the office of Prudential Committee whose qualifications are extremely limited, who have had no experience, feel little or no interest in schools, and who accept it only because they wish to manifest a willingness to bear their proportion of the burdens of society. Is it surprising under such circumstances that unwise selections should be made? The history of the past year does not elicit these remarks. These are convictions which we have felt for years. Under the present system, every candidate presented for examination comes as an applicant for a particular school. No adjustment with reference to another school to which he may be well adapted is possible. He must be approved for that school or none. And yet the wants are as various as the supplies.

One school is large, another is small. In one the pupils are advanced in study, in another they are not. Now, if a certain number of individuals, of various character and attainments, are to take charge of as many different schools in town, can it be a matter of indifference how the assignments are made? Is it not easy to conceive that much of their success would depend upon their being placed each in his appropriate school? Again, it is not uncommon that teachers are appointed, and schools commenced, without the knowledge of the School Committee. This often embarrasses their action, and leaves them but a choice of evils. Under such circumstances they are frequently induced to confer that approbation which under others would be withheld.

Finally, the existence of two distinct committees, under the present regime, destroys, in a great measure, the responsibility of both. If any failure occurs in our schools, each mutually casts the blame upon the other, and between them that feeling of responsibility, which should always rest somewhere, is lost.

There is also a growing dissatisfaction relative to the division of the public money. The district having the greatest number of scholars complains that its share is not proportional to the comparative size of its school, while others contend that they, too, are already suffering from an unequal distribution.

Your committee are of the opinion that there is but one way to remedy all these evils; and that is, to discontinue our school districts, thereby placing this whole matter of school administration directly in the hands of the town. Such an adjustment would at once obviate all the difficulties and embarrassments resulting from the existence of two distinct committees. The power of appointing teachers and superintending schools would be committed to a board of men who would be held strictly responsible for the faithful discharge of every duty. Who can doubt that such an arrangement would be attended with the most salutary results? Building school-houses would then become the business of the town, and as a natural consequence, there would be a perfect uniformity, so far as regards propriety and convenience. Equal taxation would entitle all to equal rights and privileges. The same principle should regulate the division of the public money. And the great object should be to provide, as nearly as possible, equal advantages of education for all the children of the town. This is what the law contemplates, and what justice demands.

We know that the present is a time-honored system, that it has come down to us from a former generation; yet it is not too sacred for improvement. We have no disposition to impeach the wisdom of our fathers. They rarely erred in practical matters. And the establishment of school districts at the time was unquestionably a wise and judicious act. But radical changes have taken place since their day, and many provisions altogether competent then would be unsuitable and extremely inconvenient now. New times demand new measures. And while revering the memory and admiring the wisdom of our fathers, let us imitate their noble example, by proving ourselves equal to the wants and exigencies of the age in which we live.

## BECKET.

In regard to supplying facilities for educating the rising generation, it is admitted that we live in an age of laudable and gratifying improvements. In this we seem approximating to a superior standard of excellence. Such improvement is especially manifest in almost every department of our Common School System. Amidst all this enterprise and progress, we still occupy a town where whatever pertains to our Public Schools remains almost as staid and as stale as if none of these elements were operating so powerfully about us. Here are the same school-houses in which several successive generations have received their knowledge of the rudiments of learning. In those districts where houses have been erected or repaired within the recollection of the present inhabitants, no great change of form or construction has been effected. Those which are so dilapidated as to unfit them for further occupancy, and those in a sounder condition, all remain as formerly, "out of doors," on the public highway, not infrequently where three or more ways meet, without blinds, without enclosed play-ground, without woodshed, or other necessary outbuilding, and equally destitute of other conveniences — those modern implements and fixtures within.

In view of all these deficiencies, your committee have not the temerity or do not intend much to exaggerate or expose these evils, nor at present in all cases to advocate strenuously an attempt at that reform so common in other towns. Indeed, we recommend, in some instances, that things be allowed to continue as they are.

We would not think it unsafe nor inexpedient to put in, especially as winter approaches, an occasional light, to stop some of the greater leaks in the roof, and some of the largest cracks and knot-holes about the doors; but as for any considerable expenditure upon those houses which, if left alone, will so soon have had their day, we do not encourage it. Do not infer from these suggestions that your committee are in favor of retrogression. To continue as we are we cannot; nor would we. Nothing is more pleasing to us than to witness the great and very common changes that have taken place within the last few years, in reference to the plan, the location, and the many conveniences connected with the building of school-houses, and whatever pertains to the furtherance of a Common School education. Where we are not permitted personally to witness these happy results of that spirit of enterprise which seems fast pervading the community of this Commonwealth, and the great community of this country, and the enlightened world, we love to read of them.

Do you inquire if the committee think it practicable to introduce to this town all those innovating measures denominated improvements? As has been already intimated, we do not at present think it expedient in all the town; but we do believe the time has fully come when it is the duty of this people to make somewhere a beginning in this revolutionary movement in regard to school-houses and their accommodations. The credit of the town, the regard which the parent cherishes for his offspring, and every claim which the rising generation has upon their patrons and predecessors, with the future prospects of our country, and the enlightenment of the world, demand it at our hands.

## CHESHIRE.

Your committee would suggest the propriety of raising a larger sum of money for the support of schools the ensuing year, as there is evidently a large increase of scholars in town, numbering forty-five more than last year; and the amount received by some of the small districts is insufficient to support their schools a reasonable length of time.

Your committee are of opinion that the hiring of teachers should be left with the Town Committee; if this was the case, there would be but very little trouble in procuring efficient teachers for every school in town. Teachers making application for schools would be more likely to be capable of teaching, as in all probability they would be rejected by the Examining Committee if they were not; and teachers would be likely to have schools assigned them in which they would best succeed; whereas Prudential Committees are too apt to hire the first person that presents himself, without any inquiry as to his ability or acquirements as a teacher, supposing that is entirely the duty of the Examining Committee. In this way many persons are employed who are not competent teachers, thereby causing embarrassments to your committee, and proving detrimental to the best interests of the schools.

## GREAT BARRINGTON.

The committee may be considered as taking too much upon themselves, in offering a suggestion in their report with respect to a subject which never has been strongly urged upon the attention of the town, although it has frequently been named by individuals, who have felt interested in education. The committee would by no means do what might be unacceptable to their fellow-citizens, who may feel generously ready to do good, and honorably disposed to comply with the wholesome laws of the Commonwealth. They, however, feel called upon to suggest whether the educational interests of the town do not require the establishment of a school of a higher character than any which we now have, and the advantages of which shall not be confined to any one district, but be open for the participation of all. At present, a young man cannot be prepared for college in this town at the public cost; neither can he pursue those advanced branches of study which would fit him for usefulness, or for much success and distinction in mercantile life, in mechanical or agricultural pursuits, without being subjected to charges for private tuition.

Distinguished friends of education from the eastern parts of the State, and from our more immediate neighborhood, when they have visited this town, have inquired for our High School. On being referred to the Academy, which is established here, as affording ample means for education in the advanced branches of study, they have expressed the opinion, — an opinion which your committee have long held, and the force of which all reflecting persons cannot fail to perceive — that the existence of such an institution here actually stands in the way of the establishment of a High School, such as we propose. And, therefore, the few only, who can afford to pay for their primary education, can fit themselves for college or the higher departments in mercantile, mechanical, or agricultural pursuits; whilst all others are left to be contented with inferior attainments, and with callings for which time might perhaps prove that they

were actually less suited than for others, upon which educational opportunities might have enabled them to enter.

The committee would therefore propose, and even earnestly recommend, the purchase, by the authorities of this town, of all the shares in the present Academy, situated upon Main Street, in the village of Great Barrington, and the immediate conversion of the building to the use of the town, for the establishment of a High School, such as is required by the laws of our Commonwealth, and demanded by every principle and feeling which should characterize liberal, noble-minded men.

#### HANCOCK.

*Suggestions.* — It occurs to your committee, most evidently, that, among the things which still have room for, and would most rationally admit of improvement, the Public Schools of this town may be reckoned. Therefore,

1. We would present for your consideration, whether it would not be for the best general good to abolish the present District System, — taking the entire matter under the superintendence of the town.

It is well known to you all, that the geographical features of this town are unfavorable to centralization, being narrow, and of such natural boundaries of hills, as hardly to afford a centre with more than two radiating points, and these usually north and south; the inhabitants being principally upon one continuous street. Besides, time and other influences work changes. The restless ocean bears the sands from one shore, and deposits them on another, and so leaves its former position. Streams leave their old currents, and form new channels. These changes occur nowhere more than in the tide of human affairs, and in the current of human population. This town shows this, and what were once suitable boundaries for districts seem not to be now. These reasons, among others, may be urged why the present District System should be abolished.

2. Would it not be well to inquire into the legality, as well as the propriety, of paying over any portion of the school funds to those applicants who do not allow their teachers to be examined, and their schools to be visited, and inspected, as the law specifies, and the state law makes a condition of being entitled to the funds?

3. We would invite your especial attention to the condition of the village school — Fourth District. The number of scholars in this district is now too large for one school, and one teacher, both summer and winter. The enlargement of the present house is suggested by some, the division of the district by others — the building of a new school-house or houses. Advantages may be urged for having two schools in the same house; also, advantages for having two school-houses, and in separate places. It would seem that the advantages of having two school-houses, and in separate places, give that the preference. However, should the first suggestion made receive proper attention, and be reduced to practice, and the District System be abolished, it would open a way to obviate all the evils now existing in this school, as well as in all the others — evils inseparably connected with that antiquated system suited only to a former age.

4. Your committee would recommend retaining, as far as practical and

possible, the same teachers, tried, and proved, and experienced in the same schools. Your farm and domestic help, who have been long in your employ, and acquainted with your fields, buildings, utensils, and customs, are worth more to you than new and uninitiated hands can be; so of your school teachers — acquainted with your place, your books, your children, their constitutions, temperament, attainments, ways, and turn of mind; also, you and your children have the advantage of an acquaintance with the former teacher, whereas the new one makes every thing new and strange; perhaps quite different, and even contrary to the other, and may just about counteract and make null all the good the preceding teacher accomplished. Therefore the teacher should be well paid, and the school, and place, and boarding be made so pleasant, and comfortable, and desirable, that the teacher shall be willing to remain year after year in the same school.

#### HINSDALE.

In two or three instances, your committee have been not a little embarrassed in their action by the previous action of Prudential Committees, and their relations to the candidates. In one instance teachers were actually put into the school-room some days before being presented to the committee for examination; and in two others, the candidates were presented so near the time for the schools to commence, that the committee were exceedingly perplexed. They were under the necessity of giving certificates against their convictions, or of seriously interrupting the schools. Choosing the former, as the least of two evils, the result verified our fears, and taught us what we hope will be a valuable lesson in future.

We have been convinced that we erred in these cases; and we would here take occasion to remind Prudential Committees that they should never make any thing more than a conditional agreement with teachers, and then see that they are examined in season to provide others, in case they are not approved. There would then be less danger of collision, or of embarrassment to the committee. Better still we think it would be for the town to leave the business of employing teachers where the statute leaves it — that is, with the Town Committees. But as this point was presented at some length by the last year's committee, we will not dwell upon it here.

In connection with this point, however, is another of some importance. The school in District No. 2 is too small to be profitable. It has numbered but six scholars during the winter. On this school, of four months, there has been expended \$59.25; which is an average of almost \$10.00 to each scholar. The district has also more money than it can well use, as there are not scholars enough to have a school in summer.

#### LANESBOROUGH.

1. There should be greater uniformity in the number of months' schooling in each district, so that while some children are taught ten months in the year, others should not be obliged to be satisfied with only three or four.

2. There should exist in all our districts a determination to hire the



best qualified teachers, even should a tax be necessary to secure their services.

3. The teachers should be hired, as they will have to be this year, on account of the defects in the warrant for the March Meeting, by the Town Committee, who ought to be the best qualified to judge of qualifications, and who can more impartially decide upon the merits of conflicting claimants.

4. If the town requires laborious duties from its agents, without being willing to allow them their necessary expenses, then let the town elect a committee of eight persons, one from each school district, and that committee elect a superintendent of schools, whose duty it shall be to assume and discharge every responsibility in regard to the schools, and who shall be suitably rewarded for his time and trouble.

#### NEW MARLBOROUGH.

Though your committee have endeavored to be faithful and judicious in the discharge of their duties, they are aware that their services have been of but little benefit to the schools, or to the cause of popular education. They have severely felt the difficulties which School Committees are complaining of from all parts of the state, and which will continue to embarrass every successive School Committee, as long as we adhere to our present complicated system of school management. If they have rejected no candidates for teachers, it has not been so much because they were all well qualified, as because they were already employed by another committee, and known throughout the community as the prospective teachers of the season; and because a rejection under such circumstances usually proves a permanent injury to the individual, and produces such a disrapture of feeling in the district, as to hazard the success of any other teacher. Were the School Committee charged with the business of employing and remunerating all the teachers, they could easily adopt such a course as would avoid the delicacy and the ill results of rejecting those who were not qualified.

Your committee wish briefly to call the attention of the town to a few facts respecting the condition and prospects of our Public Schools.

In the first place, much of our school money is very uneconomically expended. School District No. 10, for instance, has expended the last year about \$60 on an average school of  $4\frac{1}{2}$  scholars, making the cost of the school the enormous sum of \$13.12 $\frac{1}{2}$  for each scholar. District No. 11 has expended \$9.39 on each average scholar. The cost of school in District No. 4 has been \$8.06 per scholar. Now, this want of economy in the expenditure of our school money is owing to the unaccommodating nature of district organizations. All the scholars in some of these districts might be almost as well accommodated at neighboring schools; and it would be far better for such to join money and children with those schools; but the district organization proves an insuperable barrier. Indeed, under this system, our schools are constantly becoming more unequal; and it is only by abolishing it, that they can approximate towards equality, both in scholars and resources, and thus prevent crowded and unprofitable schools on the one hand, and expending money to little purpose on the other.

Again, there is an increasing disposition to withdraw patronage from

the Common School. This appears from the fact that not less than three private schools have been sustained in town during the past winter. This, we have the means of knowing, is owing, in a great measure, to a loss of confidence in the efficiency of our Common Schools. The times are demanding better facilities for a progressive and thorough education than our Common Schools afford; and if we would not have our Public Schools fall into disrepute, and be left to the poorer class, and to foreigners, we must put them on a footing that is demanded by our ablest and our best citizens — those whose influence and co-operation we can least afford to spare.

### PITTSFIELD.

In closing this report, we ask leave to offer a suggestion on the supervision of our schools. We do it very willingly at this time, since it cannot affect the arrangements for the coming year. It is our object to suggest subject for consideration, rather than to invite immediate action. All are aware that a supervision, by those who have other cares and other business which takes precedence, must, of course, be a defective one. All who have had any thing to do with our schools must have observed a great want of system, or unity of purpose, pervading the concern.

We sketch, for consideration, the following outline. The appointment of a committee, or board of three persons, and a fourth, who should hold to the others the relation which the Secretary holds to the State Board of Education. The Board should be present at the general examination of teachers, and of the High School; — should hold regular meetings semi-annually, and occasional ones so often as their counsel or action should be required. The Secretary should be superintendent of all the schools, should be officially Principal of the High School, and spend all his time as a teacher in that school, except so much as might be required for a full and thorough supervision of the District Schools. This, we think, would require four afternoons in each week. In the High School, under his own hand, would be prepared teachers, and it would matter comparatively but little who employed them for our District Schools. If well-qualified teachers were prepared in the High School, they would be employed in the Districts. He should give his whole time and powers to the cause of education; should encourage teachers to meet often for mutual instruction, and make himself one of their number. Such an arrangement would bind all our schools together, and bring the same plan, system, and order into our educational affairs, that is carried into other business, and without which not a manufacturing establishment in the country could live half ten years. If, in a pecuniary point of view, it is found profitable in one case, there is no reason why it should not in the other; — and for the cause of Education, such a supervision could but produce the happiest effects. The State is awaking to this subject. All seem satisfied that some better plan than the present must be adopted. A multitude of suggestions have been made, and many of them are being tried. We offer our mite for consideration, and there leave it.

## SANDISFIELD.

We think the time cannot be far distant when an important change will take place in the management of the schools of this town, and throughout the State, which will greatly increase the efficiency of our schools. This change has already well commenced in a large number of the towns of this Commonwealth. We allude to the voluntary abandonment of the entire District System by the towns. This system is attended with serious inconveniences. We will speak of but one of these at this time, and that is, the employment of teachers by the Prudential Committee. We wish to present some reasons for your consideration, why the Town Committee should employ the teachers. In the first place, the Town Committee are the proper persons to do this business. In employing a teacher, the first step would appear to be an examination of his or her literary qualifications for the office; if these are satisfactory, then the contract can be made with the understanding that if there shall be a material failure in the successful management of the school, it may be closed at any time the committee shall say.

The Prudential Committee hires a teacher, and at the same time has no authority to install that teacher in the school for which he is engaged; and when said teacher is examined by the Town Committee, if his qualifications should not be as satisfactory as desirable, yet with the uncertainty of getting a better one so late in the season, and with the liability of producing dissatisfaction, to a greater or less extent, teachers are often approved when they would not be, if the Town Committee were the contracting party. The Town Committee, in visiting the schools, have a better opportunity to learn who are successful teachers, and who are not, than the Prudential Committee can have. Such teachers as they wish to continue can be secured for another season, and in this way the expense of employing teachers need be but a trifling item to the town. Again, a wise discrimination is necessary in the adaptation of teachers to the different schools. Some schools require certain elements of character in a teacher which in other schools might be objectionable. A judicious committee could better judge of such adaptation than a Prudential Committee could ordinarily be expected to do. Again, embarrassing collisions sometimes occur between the Town and Prudential Committees. For instance, a case like this occurred. A Prudential Committee writes to a lady that he will give her so much per week to teach the school in his district, if she will certify her acceptance of his proposal by the bearer of the letter; she accepts the offer, is examined and approved by the Town Committee as teacher for said district. Afterward, that Prudential Committee hires another teacher, and notifies the first accordingly. She comes to the Town Committee for advice, and presents the written contract from the Prudential Committee. Can the Town Committee install another teacher in that school, and reject the first under such circumstances?

Again, for want of interest, negligence, or some neighborhood difficulty, the Prudential Committee refuses to take his turn at hiring teachers, and no teacher is engaged till after other schools are in operation; it is then difficult to obtain such a teacher as the school demands: then they

call upon the Town Committee, and he must get such a teacher as he can, and then be blamed if the school is not successful.

Again, teachers desire to please their employers, and to gratify some whim of the Prudential Committee, may fail to comply with important instructions and suggestions of the Town Committee, and thus subvert their best endeavors to be useful to the schools.

Finally, we believe you will best promote the interest of the schools of this town, by throwing the responsibility of employing teachers upon the Town Committee, that the experiment may be tried; and if it shall prove a failure, we can return again to the beaten track. In regard to the success of the schools the past year, we have nothing specially encouraging; the success of the schools is in the ratio of the interest felt in the community upon the subject.

### SAVOY.

We have endeavored to discharge the duties of our office with fidelity to the interests of the schools, with moderation in regard to the exercise of the authority and prerogatives of our office, and, we fear, with too much leniency towards the ignorance and want of competency to govern, so prominently manifested by some of our teachers.

We have endeavored to accommodate our decisions to the prejudices and interests of the several districts, when consistent with an open, manly deportment, and a just estimation of duty. We may have erred, but we hope that if we have it was in not acting rather than in over acting.

In discharging our duties, we have met with difficulties. We have been obliged to appraise persons not fully competent to perform all the duties of a teacher, or subject the Prudential Committee, that hired them, to much trouble, and perhaps some expense, in procuring others. And as it has been the custom of our predecessors to let all teach who could get a Prudential Committee to hire them, your committee did not feel at liberty to disregard a custom sanctioned by time and gray heads; a part of us having had experience in the matter before, and the remainder having a vivid recollection of the result of an effort to discharge a teacher that a Prudential Committee had hired.

We are confident that more or less inconvenience will invariably be experienced, so long as the duties of procuring and approbating teachers are divided between distinct offices, unless there is a hearty co-operation of each. If each in part provide a teacher, then each will feel only a part of the responsibility, and consequently the duties of neither will be performed by persons feeling fully their responsibilities. And if a poor school is the result, the Prudential Committee will throw the blame on the Examining Committee, and the Examining Committee will throw the blame on the Prudential Committee. We would recommend the town to dispense with the lumbering machinery of old provincialisms, and adopt the more modern, convenient, and better plan — that of giving the Town Committee the whole control of the schools, if we did not think the town so wedded to this idol that it would be useless.

Some of the teachers of whom we anticipated good things from their literary accomplishments failed for want of tact and energy in regulating

and governing, so that we have had some good schools, some passable ones, and some worthless ones.

### SHEFFIELD.

It is evident at a glance, that numbers of our schools would be much more profitable, could we carry out among us the gradation of schools. If two or more of our present schools could be brought into one, and in that one the best of teachers procured, there would be a decided saving of money to the town, and an advantage to the pupils beyond all estimate. It was a vote of the town at their last meeting, to place in the hands of the Town's Committee the employing of teachers. We are aware it will increase the duties and responsibilities of the Town's Committee, but it will prevent the embarrassments in which they are often placed, and it will, we think, secure to the districts better teachers, as their position gives them an opportunity of knowing the wants of the schools better than any one in the district, and also of becoming acquainted with efficient teachers; besides, as they are responsible for their success, it is no more than justice they should have the power of selection. It will also save expense to the town in examining the candidates. How often it happens, after a notice has been given, very near indeed to the time of commencing the schools, or not a soul will give heed to it, sometimes not even then, for we have met four or five times the past year, and not a candidate present, for the Prudential Committee had delayed employing his teacher until the best were all engaged somewhere else, and he is left without a choice—this or none. He must be sent to be approbated, and if his literary qualifications are answerable, he may not have the ability of imparting it to others, or the capacity to govern and manage a school; but it is late for school to commence, and he knows not where to find another, and, of course, must try. This is no imaginary instance, but one quite too real.

### TYRINGHAM.

That the schools in Tyringham are defective, and in general highly so, is evident to all who are acquainted with them. Nothing is more common than to hear of complaints, uttered here and there, by the people themselves who are most interested, bitter complaints, reiterated at the beginning, in the middle, and at the end of every session, in more than half of the districts, and in some years in nearly, if not quite, all. These complaints are made and forgotten, year in and year out; and here we are, to this day, in nothing improved, and proposing nothing, ready to complain and to forget as before. And now, what are some of these complaints? In the first place, the people complain that the schools, with now and then an exception, are little better, if any, than no schools at all.

The most impressive reply that can be made to this complaint is, that it is true.

Some of the advantages that would attend the abolishing of the districts, resolving them all into one in each town, are, the practicability of grading the schools, and of equalizing the size of them; all of which would tend to reduce the number of schools to be supported, and to increase in an equal ratio the means of supplying that reduced number

with better teachers, and better school-houses, and more conveniences, at an expense certainly no greater than is now incurred, and very likely, in the long run, at an expense much reduced. The result would be, decided progress in the character of our schools, with a lessening of complaints against the teachers and the committees now employed. In such a case our children and youth would be much better educated than they now are, and in less than one half the time that it now takes to give them the inferior education which they at present receive.

One chief object in alluding to this subject of abolishing the District System is, to bring it before the town for their information and reflection. Your committee is not so sanguine as to expect so important a change to be brought about at once.

#### WEST STOCKBRIDGE.

In the report of last year your committee recommended that the employment of teachers be left to the School Committee. Your committee can have no selfish motive in view when they urge this upon you. They surely would be unwise to multiply labor to themselves did they not think it for the benefit of the schools. There are several reasons presented for this change in the report of last year; therefore we do not consider it necessary to enumerate them again. As there is an article in the warrant for to-day's meeting to this effect, we trust that all have considered the subject sufficiently to act understandingly. This being the case, we trust that every voter in town will act as he thinks most conducive to the good of our schools; so that the records of to-day will show this year to be the time when this system was adopted by the voters of West Stockbridge. Let the town try the experiment for one year, and if this mode proves, on a fair trial, to be disadvantageous, then the present mode can be again adopted. Another consideration briefly spoken of in the report of last year we wish again to present to you, viz., the "District System."

If the change has produced so good an effect upon the schools of other towns, why may we not expect a similar effect from the adoption of it in this town. We do not expect the District System to be abolished this year, but we hope that not many years will intervene before the legal voters of this town will be sufficiently awakened to the importance of this matter to adopt the proposed system.

#### WILLIAMSTOWN.

Your committee are of opinion that the schools are in as flourishing a condition as could be expected under our present District System. That there might be a better system adopted in many respects, even in our scattered population, we are convinced.

We are confident that our schools will not be in a much better condition than they now are until some of the districts are united, and the large scholars separated from the smaller. Some of our schools are crowded with all sizes and ages, and every thing is taught, from alphabet to algebra, and nothing taught as it should be.

## FRANKLIN COUNTY.

## BERNARDSTON.

Your committee are happy to be enabled to say, that as a whole, your schools are by no means retrograding in their character; that harmony has been the rule, and disorganizing contests the rare exception throughout the town since our last report.

We have, in previous reports, pointed out the importance of employing good teachers; of providing for them good school-rooms; of the constant and punctual attendance of pupils, to which too much attention can never be paid; of providing suitable books, &c., &c.

What we wish to direct your attention to now is, that more interest may be manifested by parents in habitually visiting your schools, personally noticing the methods of instruction employed by your teachers, the deportment in school, and the rate of progress of your children. We know that our farmers say, "We are too busy to visit schools. Our farming, money-making operations engross our time and mental powers, and we must leave our schools to be managed by our teachers and committees." The merchant, also, must attend to his merchandise, and the mechanic to his shop. The school teacher goes daily to his solitary task, and either labors conscientiously on in the path of duty, thankful can he but get the children into his school-room; or, seeing no one seemingly caring whether he be faithful or not, neglects his charge, endeavoring to accomplish just enough to pass away the time, and receive his compensation. Ought these things so to be? You may say, as many have said, that you employ teachers to teach your children, and a committee to superintend your school.

But is this all? Would merchants employ clerks to sell their merchandise, and then leave every thing to their discretion and honesty, never examining accounts or cash books? Would farmers upon their farms, or mechanics in their various occupations, trust every thing to hired agents or laborers? Do they, in fact, trust any thing? How much more important that we should be informed, by personal observation, of the state of our schools, those nurseries of future citizens, statesmen, and rulers! Your teacher, seeing the eyes of his patrons upon him, would feel new encouragement, new incitement to exertion; and your children! the importance they would attach to your occasional visits, and the advantages they would derive from them, are incalculable. May we not hope that some systematic plan will be adopted in each district to carry out these suggestions? An agreement, entered into at our annual district meetings, that two individuals in the district should visit the school during its first week, two others the second, and so on in rotation, would, if faithfully carried out, do very much towards encouraging our pupils and advancing our schools. Let the mothers of the

rising generation participate in this not unpleasant duty, and thus enjoy one of woman's uncontested rights, the right of doing good.

Your committee have chosen during the past year, as for some previous years, to take the closing examinations of schools principally into their own hands, and still feel assured that while such a course tends to elucidate the real educational condition of the school, it is also conducive to that independence of thought, expansion of mind, and clearness of ideas which are desirable in every scholar, and which are seldom obtained by a rigid adherence to text-books and set rules. It has been our aim to lead scholars to theorize rather than memorize, to think, rather than, parrot-like, to repeat mere words, the meaning of which they are almost total strangers to.

#### BUCKLAND.

Your committee are satisfied that the selection of teachers by Prudential Committees is not calculated to improve our schools; and while this practice is continued there is little hope of improvement in the quality of teachers employed. Very few are willing to serve in that capacity unless they have some friend whom they wish to employ, not so much for the good of the school as for the money. And the practice of employing a new teacher every term is often a serious loss. Your committee recommend that the law of 1838, chap. 105, making it the duty of the School Committee to select and contract with the teachers, unless the town, having an article in the warrant, vote to transfer this duty from the School Committee to the Prudential Committees, be observed hereafter; and recommend that with this additional power granted to School Committees, that in future it consist of five instead of three, and that only two of the five be permitted to go out at any one time; so that a majority of every board will know the state of the schools, and be prepared to keep them improving. Upon the question of discontinuing the District System, your committee feel confident that while it will not injure the large districts, it will benefit the smaller ones, and make the system of education more equal and economical.

#### COLERAINE.

The wide extent of territory embraced within the limits of our town, and the number of school districts into which it is divided, render it difficult, if not impossible, to adopt any plan for advancing the interests of our schools which will not be open to many and serious objections. Still we think there are evils which may be removed, and we shall rely on the co-operation of our fellow-citizens in all proper endeavors to effect so desirable an object.

Your committee are fully convinced that, however competent may have been the teachers employed for several years past,—and certainly we have no fault to find in this respect,—less has been accomplished than might reasonably have been expected. Taking the results of a series of years, there has been too little advance in the several studies pursued. For illustration of our meaning we refer to the fact, that at the spring examination, the present year, the same lessons were recited by the same individuals as last year; there had been no advance as to the number of pages gone over. We were informed by some pupils that



they had studied as far as Interest in the Arithmetic two or three years ago, and were only to Interest now. The reason of this is, doubtless, the practice of beginning the text-books anew at the beginning of each term. If this is done, and the classes are hurried on as fast as the time which can be allotted to the recitations will permit, it follows that in a given number of weeks a certain number of pages will be gone over. The practice referred to may be necessary. Whence arises the necessity? If, as is too often the fact, the success of a teacher is estimated by the rapidity with which page after page is left behind, we have at once an answer to our inquiry. A premium is thus offered for superficial teachers. It will take but a few weeks to "learn the coarse print" in the Grammar, and the answers to the questions in the Geography, if the fewest possible words be marked in the latter study as the answers; but we think that if this is all that is to be done, the children would do nearly as well to stay at home and hear each other's lessons. So, too, it is very easy to "go through the Arithmetic" in one short term, if the teacher will work out for the pupil all the difficult problems. By means of such expedients scholars may be hurried on, but it will be necessary to repeat the process year after year until the pupil leaves the school.

That the course we have named is sometimes adopted we know. We have found the text-books in several schools so marked as to convince your committee that the only thing aimed at in studying a lesson was to give the answers to the questions in the book in the fewest possible words. An evil of this nature is very easily remedied. Let parents devote a little time each day, or week, to the examination of their children in the lessons learned, instead of asking them how far they have gone, and give the preference to those teachers who are most thorough although more slow, and the necessity of going over the same lessons year after year will cease to exist.

Another cause of the necessity we are considering may be the frequent change of teachers. We do not know of but one teacher who has taught in the same school through the year, while we are sure that in this town no teacher has been employed by the same district for a succession of years. It is doubtless good husbandry to frequently change the crops raised from a given piece of land, but it would be at least questionable whether a farm would improve in value if leased each year to a new tenant; and we think the policy of changing teachers every year quite as objectionable.

If it is understood, when a teacher is hired, that he or she will be continued in the same school for years if faithful, it would tend to secure the utmost diligence on the part of the teacher. But the practice is to change the District Committee every year. Each new committee man has a sister, or cousin, or niece, he wishes to favor, or it may be his children have some favorite they wish appointed, and so a selection is made with scarcely a thought as to what the interests of the district may require. We have in mind an instance in which the summer school in a large district was promised by some of the children in that district provided a certain individual should be the District Committee; and it is probably owing to some such cause that the teachers in our schools are so frequently changed. But changing so often, the teacher must learn anew the progress and capacity of his pupils, devoting several days to examining and classifying them, or he may adopt the easier expedient of

turning back to the first page of the text-book, and sacrifice the interests of his scholars to his own convenience.

Another answer to our inquiry may be found in the shortness of the school terms, especially in the larger districts. In five districts the average length of the winter schools was less than eight weeks. The largest district in town was able to continue its winter school but seven weeks. The average length of all our schools for the whole year is less than twenty-three weeks. Short schools and long vacations are not favorable to thorough mental discipline. Were our children entirely dependent on the public schools for their education, their chance of securing a good education would be small; but during the past year our people have expended over five hundred dollars for the support of private schools at home and tuition in Academies abroad. As the result of this extra expenditure, many of the inhabitants of the town have provided well for the education of their children. But as it regards the larger part of our population, the evil to which we refer exists in its full force. How can it be remedied? One very obvious means is, to increase the annual appropriation for the support of schools. Eight months in each year ought, as we think, to be regarded as the shortest period to be devoted to education. Adopting this limit and continuing the same number of districts as now, it would be necessary to raise thirteen hundred dollars a year. Another plan is, to reduce the number of districts to fourteen. The propriety of adopting this plan will appear from the fact that several districts are so small that the absence of five or six scholars would close the school. In one school during the summer term the average attendance was three, in another seven, in another eight. For the winter term the average of each of these schools was nine, while in yet another district we find but three pupils. A spirit of concession exercised by a few for the good of the whole would render the plan we have suggested easy of execution; and we cannot doubt that, in view of the advantages to result from it, it will be adopted. The remarks we have thus far made are intended to aid in replying to the question, Why is it necessary for some of the classes to begin the several text-books anew each year, and to suggest some remedy for the evil?

While visiting the schools the attention of the committee was drawn to the number of studies pursued under the same teacher, and, in connection with this, the number of classes. In one school at one extreme was the A B C class, at the other a class in Latin, reading Virgil. In another school from those just learning the alphabet the ascent was by regular gradations up to Algebra and Philosophy. One school numbering less than fifteen pupils managed to make out nearly thirty classes, and in almost every school every class recited every day. We, having been taught to believe that nearly thirty minutes should be devoted to each recitation, cannot understand how it is possible for a teacher to do justice to such a variety of studies and so large a number of classes. We are glad to see our youth attending to the higher branches of study, but wish it could be done with less injury to the lower classes. In consideration of the large number who wish to attend to studies not usually taught in our Common Schools, and of the fact that more than five hundred dollars are annually expended for these additional advantages, the larger part of which is expended in other towns, we would commend to the favorable consideration of our fellow-citizens the idea of raising the sum of

two hundred dollars per year for the support of a school, of a higher grade than a District School, for the benefit of all the inhabitants of the town. Should this suggestion be adopted, we think it will tend to diminish the amount now expended for educational purposes.

The suggestions we have made have been prompted by a wish to render the educational advantages of the children in this town as great as the ability of its inhabitants will permit; if we have seemed to be censorious, we trust that, in view of the motive, you will pardon the error.

#### CONWAY.

We have sometimes thought that more care should be exercised in the choice of Prudential Committees, and that such men only should be selected as would take an interest in the faithful discharge of the responsible duties of this office. If asked why we object to the usual rotation in office in this connection, we reply, that we have thought of the responsibility attached to it, when we have seen one man refuse to engage a teacher at all for his district, and more than one allow a female teacher to get along as best she might, without shovel, or tongs, or chair; and others still to furnish only green wood, or something worse, for fuel, without any suitable provision for morning fires. Again, we have observed broken panes of glass unrepaired for weeks, in cold weather, to the great detriment of the health, comfort, and progress of the school. In other cases we have known the smoke decidedly to prefer the school-room to the chimney, and day after day to rejoice in the exhibition of disconsolate faces and unavailing tears. Now, we have somewhere or other imbibed the idea, that a school-room should be pleasant and attractive, that all the associations connected with the first advances in education should be of the pleasurable kind; and another idea, akin to this, which we have somewhere received, is, that it is the imperious duty of the Prudential Committee to furnish all these appliances requisite for the enjoyment and success of the school. Herein are some of the reasons why we think that none but good men and true should undertake to serve in this capacity.

#### GILL.

Most of our schools are in a backward state. It follows, of course, that unless there be a change for the better, there will be ultimately a generation in this community of young people not very intelligent. And it should be borne in mind, that where ignorance prevails, crime and pauperism are likely to prevail.

Permit us, therefore, in closing our report, to submit a few suggestions for your consideration. The most important thing to be done has already been intimated, viz., to procure teachers for our schools of undoubted qualifications.

Every instructor should be able to govern well. He should possess a thorough knowledge of all the branches to be taught, and also be well acquainted with the best or most approved methods of instruction; apt to teach,—one trained for the business of teaching. And still further, as the moral culture, as well as the intellectual, is of vast moment, no person should be considered fully qualified who would not be able to exert a salutary influence upon the moral character of his pupils. And

again, when such teachers are employed, they should be retained, if possible, for a series of terms at least, as a change in such instances is usually attended with great detriment to the interests of the school. The permanency of such teachers would contribute much towards securing a regular progress of improvement.

It is true, that to employ teachers of the first order would require an outlay of more money, and it might be considered a matter of economy, by some, to employ those who can be obtained for less wages. But could this saving of money be called a matter of economy, if, as a consequence, something of greater value were lost? The unfortunate selection of teachers is fraught with evils of such magnitude, that it should claim our serious consideration, as a community. What parent can be so obtuse in his conceptions as to be willing to weigh the dearest earthly interests of his children against dollars and cents? What town or district can consent to see its treasury drained, for the compensation of comparatively worthless teachers? or to intrust the rising generation to unskilful hands?

Permit, then, another suggestion — that the Prudential Committee whom you elect be a man who will be likely to feel, if possible, an adequate responsibility. Much is pending upon the manner in which his official duties are discharged.

#### NORTHFIELD.

The District Schools in this town are far from being what they should be. We think they are far behind those in some of the adjoining towns. One great reason is, there is not that interest shown by the parents that ought to be. In some districts not a single parent enters the school from the time of its commencement to its close. It seems strange to us that they do not frequently drop in, if but for a short time, and see what their teacher and scholars are doing. It is far better to see for ourselves than to leave it entirely to idle report. Those who find the most fault with the schools are, we believe, the very ones who never enter them. There is a want of coöperation of the Prudential with the School Committee, not only in selecting teachers, but in the time of examination. We have given public notice, in spring and autumn, of the time we would meet, and examine teachers, but at the appointed time only about one half the number would present themselves; therefore we were obliged to examine the rest at any time they saw fit to come — sometimes on the day they were to commence, and sometimes after they had kept a week. In some instances the schools have commenced and closed without our having any notice from the Prudential Committee or teacher. We think it a great mistake, that there is so much change of teachers, and would advise all, after they have obtained a good one, to retain them so long as they give good satisfaction, if they have to pay a little more than they would to a new and inexperienced one. It is not always the largest school that is the most profitable, nor is the cheapest teacher the best.

## NORFOLK COUNTY.

## BRAINTREE.

*The Gradation of the Schools.* — This consists of such a division of the scholars into separate schools, that each school shall be constituted of those who are nearly of the same standing. The adoption of such a system, as far as it is practicable, was recommended to the town by their committee, several years ago, and some of the advantages which might be expected to result from it were stated. Since that time, the recommendation has been in part adopted. In the Pond District, including the Hollis Institute, there are schools of three grades. The Public School has been classified by placing the young children in one apartment, and those of maturer age in another, respect being had also to the proficiency of the scholars; while the Institute is designed in general for those who are more advanced. A similar gradation has been effected in the section formerly constituting the Iron Work District. Within that section, now divided into two districts, there are two Primary Schools — one Public School, consisting of more advanced scholars, and the Fore River High School.

The advantages gained by this arrangement have been, in part, stated in the reports of your former committees; and they are more fully and particularly described in the reports of the Secretary of the Board of Education. One advantage consists in lessening the number of classes in each school, by which means the teacher is enabled to devote more time to the recitations. Another is, that the scholars being nearly of the same age and standing, the same mode of government is adapted to the whole school, which renders the efforts of the teacher to maintain order easier and more efficient. Another is, that more mutual sympathy exists among the scholars, inciting them to diligence and perseverance in their studies. Another advantage gained by grading the schools is, that it renders it easier to select appropriate teachers. Among teachers of equal literary qualifications, there may be a great diversity in their capability of governing and disciplining a school. Females, generally, are best adapted to govern and instruct the Primary Schools; whereas it rarely occurs, that among those who succeed well in such schools, any can be found adapted to take charge of the larger scholars who usually attend our winter schools. Experience abundantly evinces that the education of children of that variety of age usually found in large districts, is best promoted by placing the older and the younger in separate schools, with a female teacher for the latter, and a male teacher for the former.

Where this plan has been adopted, and the schools are continued through the year, except suitable vacations, the labor of the teachers is much more available than it can be where no such gradation is made.

So well satisfied are your committee of the utility of this system, that with confidence they recommend its adoption, as far as practicable, in the town. The only circumstance that seems to forbid its universal adoption is the scattered state of the population in some sections of the town. But without the least injury to such sections, it may be more extensively adopted in other sections than it has as yet been. The Centre and North Districts might easily avail themselves of the benefits of this plan, by establishing two Primary Schools, one in each district, and uniting the larger scholars in one school, conveniently located. Or, as the population increases, if not as it now is, the North District might have the two grades of schools. And the same plan might be advantageously adopted by the Neck District. The scholars in that school are too numerous, and diverse in age, to be successfully instructed by one teacher.

In every case of such an increase of the number of scholars in a district that they are too numerous for one school, it is much better to divide it into two or three schools, by grading the scholars, than to divide the district, and make two or more promiscuous schools.

### BROOKLINE.

The Grammar School, as it is that in which the great majority of the children at present complete their school education, is for that reason the main and most important feature in our public school system. It ought to be fully equal to the task of giving its pupils a thorough training in all the branches of a plain English education. They should be taught to read readily, clearly, and agreeably; to spell correctly, (a labor of no small difficulty;) to understand the main principles of the structure of their mother tongue; to write a handsome hand; to cast accounts quickly and accurately; and to know as much of the globe they dwell on, and particularly of their own country, as can be learned from the pages of a Grammar School text-book. To this, as soon as increased efficiency in the lower departments will allow, should be added instruction in book-keeping and in the history and government of the country, of which they are soon to be active citizens. These studies, faithfully and thoroughly pursued, would seem to be quite enough to occupy the years spent in the Grammar School. They furnish ample opportunity to an intelligent teacher to impart, by oral instruction, a world of useful information beyond what is contained in the few pages of a dull school-book; and, if your committee have any improvement to suggest in the teachings of this department, it is that they should be glad to see less reliance placed upon text-books, and a freer use of oral instruction. Lesson-hearing alone is apt to become dull and mechanical; the teacher finds it the easiest road, and the boy plods on in the routine of his book, and forgets, or never sees, its connection with the real life for which it should be a preparation. To keep up this connection, and to make the instruction of the school-room as real and living as that of the world without, is the part of the living voice of the living teacher. To fulfil this duty well requires an active mind, and a ready tact in adapting his information to the capacity of his charge; but well performed, it gives new life to the school and new interest to the dulness of every-day routine. It is the more necessary from the poor and meagre character of so many of

the booksellers' compilations, which are all we yet have in the shape of school-books.

All experience goes to show that consolidation, not division, is the true policy for our public schools. One large and well-organized Grammar School, with two or three teachers, is not merely as good, but twice and thrice as good, as two or three smaller ones with one teacher apiece; so much greater are the facilities for classification and the division of labor. If the question, then, lay between continuing the so-called High School at its present grade, and uniting it, according to the recommendation of last year's report, with the Grammar School, your committee would be unanimously in favor of the latter course. But the question then comes, Ought the town to be satisfied with allowing the education it gives its children to stop short with even the best Grammar School instruction? Your committee are clearly of opinion that it ought not. The demand for a thorough training of the intellectual faculties was never so great as at the present day. The rapid progress of the community in all the departments of practical life—in trade and commerce, manufactures, agriculture, and the mechanic arts—calls for a corresponding expansion in its system of education. Modern commerce requires of the young merchant that he should have a more adequate knowledge of the great globe he dwells on than can be acquired from the pages of a Grammar School text-book; the farmer cannot much longer dispense with some scientific knowledge of the organization of the plants he grows, and the constituents of the soil he cultivates; the ships, and mills, and warehouses we need can no longer be built by the "rule of thumb" of an ignorant mechanic. Whole classes in our community, who, not a generation ago, would have been content to earn their living by unskilled labor, are now thrust from that lower market, and forced to add knowledge and intelligence to the labor of their hands. Surely we should not regret this state of things, but it behooves us to provide for it.

Your committee are, therefore, of opinion, that while so many towns round about us are meeting these calls by the establishment of new High Schools, this is no time for us to discontinue ours; but, on the contrary, that we need one of the best and most efficient kind. The proper functions of a High School would seem to be, first, to continue the education of that portion of the Grammar School pupils, of both sexes, whose circumstances allow, and whose talents fit them for further training; and, secondly, to give to those desiring it a thorough preparation for the College, or the Scientific, or the Normal School. The demands made upon the High School teacher by these different classes of pupils are certainly very great. It may fairly be said, that it is impossible for him to meet them if he is embarrassed with Grammar School teaching besides. But freed from this embarrassment, your committee are of opinion that they do not so conflict but that they can all be met by a well-arranged school and a well-organized course of study. The superficial reading of a great number of the Latin and Greek classics as a preparation for College, is giving place, more and more, in all our best schools, to a thorough study of the principles of the Latin and Greek languages; while, on the other hand, that smattering of learning in a long list of sciences which once passed for a higher English education, has had to yield to a course which has for its object the thorough mastering of such fundamental principles

of knowledge as will fully develop the mind, and serve as a firm basis for after acquisitions.

#### DEDHAM.

By a vote at the last town meeting it was determined to renew the District System, which, in the judgment of your committee, defers the day when we shall have the full advantages enjoyed by several of the towns around us. They can grade their schools as we cannot.

With our present arrangement, money is expended in some schools to but little profit, that might be judiciously added to other schools needing a larger appropriation than they now receive, and no scholar in town should suffer harm by the change. Every school could then be made annual, under a permanent teacher, and every scholar then be promoted to a position of larger opportunities than the present arrangement admits, in its best condition.

As long, however, as our fellow-citizens are tenacious of employing a male teacher half the year in every school, and thus incur the necessity of employing a lady the other half, so long must the present disadvantages be continued, to at least the partial detriment of good scholarship.

#### DORCHESTER.

But there are other "statements" and other "suggestions" which the committee would respectfully lay before the town, "to promote the interests" of the schools.

1. As to the policy to be pursued by the town.

Here there is room for an honest difference of opinion. In one person the conservative element is strong; in another the spirit of change is predominant. To one, "the good old days" are the only "good" days that ever were or ever will be; to another, the "good" days are in the future, and are to be approached by the most rapid and radical changes the imagination can suggest. Evidently the policy of the town should not be guided by either of these extremes. The town's true policy undoubtedly is, to make such changes in school systems, classification of studies, school-houses, school districts, &c., as shall supply, not merely the present imperative wants of the schools, but to make these changes according to some well-recognized law of progress; to take into view, in making them, not only the present population and present wants in a particular locality, but also the probable future population and future wants of the same locality and of other adjoining localities; so that there may be some general principles, some system, observed even in the tearing down of one system and the building up of another.

2. As to the so-called "School System." What is generally understood by this phrase was recommended to the town in the annual report of the School Committee for the year ending February, 1848. It was an attempt to establish a better classification of schools than had theretofore existed. The time had not then come for placing the cap-stone upon the "pyramid." The High School was then in the future, but many an eye saw it in faith, and waited for it in hope. Until this object hoped for became a real possession, it was necessary to enable the Grammar Schools to supply the place of a High School in the best manner possible. In order to accomplish this object, it was recommended to estab-



ish Primary Schools all over town, wherever from thirty to fifty pupils could be gathered within a convenient distance for Primary School pupils to travel. Children from four to six or seven years of age ought not to travel a great distance to school; and the policy of the committee was and is to have the town dotted all over with these little seed-beds of learning, wherever they are needed.

The next grade was the Intermediate Schools. These, at first, were established as distinct, independent schools. This arose in part from the necessities of the case, and in part from other causes. The object aimed at was of the utmost importance. It was the classification of scholars according to age and qualifications, in such manner that there should be a regular gradation of studies, from those of the Primary Schools to those of the Grammar Schools; the highest department of which last was to supply the place of a High School.

### FRANKLIN.

There is a right way of managing our Common Schools. This, it is admitted, sounds like a mere truism. Truism as it is, it is a thought that seems to be very generally overlooked and disregarded. Judging from appearances, we should think that, in the estimation of the large majority, almost any and every way were well enough for the Common School. Instead of there being a right way, and only one right way, it would seem as if it were the general apprehension that any way which human caprice, prejudice, or interest might suggest, were admissible and adequate to the wants of education. In hiring teachers, in choosing Superintending and Prudential Committees, and in judging of their services when chosen, it is difficult to discover evidence that the people of the town feel any deep and abiding interest, that they are careful to inform themselves upon the subject, or act as an intelligent solicitude demands. Indifference and caprice are more manifest. Few attend district meetings, and take part in their deliberations. Unless there is some personal or sectional issue, fewer votes, as a general thing, are cast for the School Committee in town meetings than for any other officer chosen by ballot. Instead of forming intelligent convictions, as to the kind of measures best adapted to promote the general interests of schools, and choosing men to carry into effect their well-digested policy, year after year, there is nothing concerning which there seems to be so little care and concert of action. And yet there is not an interest, in the town, of a more delicate and important nature, and one more easily prejudiced by ill-advised and injudicious measures. To teach children correctly is a very difficult, as well as important work. Few are found adequate to its performance. Of course, all matters pertaining to the general interests and management of schools, of which teaching is the ultimate end, the final result, should be made the subject of careful and judicious action. Every inhabitant of the town should endeavor to form an intelligent opinion concerning the best method of spending the money which the State authorizes and requires the town to raise for the education of the rising generation. Nothing should be neglected through mere indifference, nothing should be left to chance, nothing should be made the sport of personal, partisan, or sectional interests and animosities. As nothing like parsimony should characterize individuals or towns, upon the subject of schools, so there

should be neither indifference nor neglect in the expenditure of money appropriated for their support.

### FOXBOROUGH.

*Impediments.*—The first of these is the frequent change of teachers. This is a great hinderance to the improvement of our schools, operating with almost unvarying constancy from year to year. It is not to be regarded as peculiar to the present or the past; but still it is one not to be forgotten in an enumeration of the causes which retard the progress of our schools.

We are satisfied that our fellow-citizens are not aware to what an extent these changes reduce the value of their appropriations for the education of their children. Every teacher commences his labors in a school with which he is unacquainted, under very considerable disadvantages, which would not exist if he were not a stranger. Of necessity, he must spend some time in overcoming them.

He needs to acquaint himself with the dispositions, the capacities, and attainments of his pupils, before he can begin the work of their instruction with advantage. It is also true that scholars cannot profit so much from the instructions of a stranger, other things being equal, as from those of one with whom they are acquainted. Their natural diffidence will have influence to prevent their improvement at first, and a mode of instruction different from that to which they have become accustomed will operate in the same way. In this latter particular teachers differ as much as in their manners, natural dispositions, and other personal qualities; and on these accounts they find it impossible, when they enter a strange school, to take up the process of instruction just where their predecessors left it. For reasons of these descriptions, a considerable portion of a brief school term is often spent before teachers and pupils come to a good understanding, and get into working condition.

We have no means of estimating with accuracy the average loss which is sustained by the schools in consequence of these changes; but our opinion is, that it cannot be less than twenty per cent. on all appropriations made by the town for educational purposes.\* As a confirmation of this opinion we may cite the example of School No. 4. This school, a few years since, was, on almost every account, of the lowest grade; but its instruction for three successive winters was subsequently committed to the same individual. As the result of that judicious arrangement, its condition and scholarship were so improved that it now takes rank with the best schools in the town.

We are satisfied that a similar process would have the same beneficial effect if applied in all our schools.

Another thing which we regard as an impediment to the highest prosperity of the schools is the present mode of procuring teachers.

As by a recent vote of the town we have been appointed to report upon the general subject of what is termed the "District System," we may with propriety utter our convictions with respect to a part of that system at the present time. We have already indicated an opinion adverse to a frequent change of teachers; this is one of the natural results of the present mode of procuring them. On this account we think it

\* Some have estimated this loss at 25 per cent.

objectionable. It is apparently regarded as one of the peculiar prerogatives of each successive district agent to procure a new teacher, especially if the district has not been perfectly unanimous in approbation of his predecessor. At least, this is the rule that prevails throughout the town, with only here and there an exception.

And as no compensation is allowed the prudential agents, except the honor of performing a thankless service for their respective districts, each in his regular turn, it is not to be expected that there will be any material change for the better while the present system is continued.

If the Town Committee were authorized to contract with the teachers, there would be fewer changes, and hence greater uniformity in the manner of teaching, as well as greater proficiency on the part of the schools. The committee would also be then free to act more independently in their examinations, and rely more on their own judgment respecting the capacity to teach, as well as the scholarship of those who apply for their approbation. As things now are, they can do little more than ascertain whether a candidate has a tolerable acquaintance with text-books, and make suggestions to him, if approved, of such methods of instruction and measures of discipline, &c., as may seem to them judicious. If he prove utterly incompetent to fulfil the duties of the school-room, they may discharge him. Beyond these particulars they are not really at liberty to go. Under these circumstances, the School Committee ought not to be held responsible for the success of a teacher, when they have no alternative but to approve such as are presented by others, or none. Especially ought they not to be made responsible for the success of the teachers, since they are not even consulted as to which of the schools in town would be best adapted to the capacity of an individual who is offered for examination.

#### MEDFIELD.

We do think that our schools might be arranged so as to derive greater benefit from the money expended. Our views on this subject have already been set forth in a report of the Special Committee appointed for this purpose. It does appear that there is now a great leakage somewhere of our instructive power; that there is a strong and useless friction in our educational machinery; that there is a waste gate that ought to be shut.

When all our inhabitants are taxed in exact proportion to their property, it seems that they ought to be equally represented in their right to the privileges resulting from that taxation. But it is not so now. Our schools are not all alike, and probably never will be under our present system. One has a better teacher than another, one has longer terms than another, one has its large and small scholars together, and another has them separate, because one man has a share in more school money than another. But if the money should be equally divided between the three districts, there must be still greater injustice done. Fellow-citizens, how shall we give to every man his just due, and not defraud our neighbor or our neighbor's children of their just rights?

## MILTON.

It is believed that more money is now paid by citizens of this town for private instruction than for our Public Schools. Not less than three thousand dollars are paid for private instruction in the town, and not less than a thousand dollars for the tuition of scholars who, boarding at home in Milton, attend school in Boston. The question naturally comes up, whether, by a judicious use of the same means, or smaller means, greater advantages than we now have might not be secured. The subject is only suggested here for the consideration of those whom it more particularly concerns, as it is obviously one in which the town can act only indirectly, by having, not only better school-rooms than it now has, but better schools than can be supported by private contributions. Several of our Town Schools are now, for the studies pursued in them, inferior to no schools that the committee have known, either in order and thoroughness of teaching, in the manners and general deportment of the scholars, or the character, ability, and moral influence of the teachers.

## RANDOLPH.

We think that the system of school supervision is very imperfect, and needs some improvement; therefore we would call your attention to one system, that of Charles Northend, A. M., superintendent of Public Schools, Danvers, Mass.

I. Each town shall annually elect a board of School Committee, to consist of three, five, or more members, to whom shall be intrusted the money raised for educational purposes, and also the general interests of the schools within the town.

II. This board shall, as soon as may be after its organization, appoint some suitable person, from its own number or otherwise, as special superintendent of the schools, with the following specific duties:—

1. To select and contract with all teachers, and make such examination into their qualifications as may seem necessary, or as the board may direct.

2. To visit the several schools within the town as often as once each month; and, as often as practicable, examine into the progress of the several classes.

3. To hold meetings of the parents in the several school districts, and address them in reference to their school duties and obligations.

4. To hold occasional meetings of the teachers within the town, for the consideration and discussion of topics pertaining to their vocation.

5. To aid in the adjustment of any difficulties, or misunderstandings, that may arise between parents and teachers; and, generally, to promote the peace and harmony of districts.

6. To contract for and superintend all repairs, buildings, &c.; and to provide fuel, and all other necessary articles for the schools.

7. To meet the board of school committee quarterly, for the purpose of making a detailed report of his doings, and conferring with them in relation to future plans and operations.

8. To make, annually, a detailed report of his doings, and of the condition of the schools, first to the school committee, and subsequently to the town.

## ROXBURY.

It is worthy of our consideration, whether it would not be judicious, even as a mere question of economy, to establish the office of Superintendent of Schools, and call to its duties an intelligent and experienced educator who shall bring to their discharge the accumulated wisdom of years, and devote to them all his time and abilities.

It is easy to conceive how, during the past four or five years, the whole expense of such an officer might have been saved to the city, in the construction and arrangement of buildings. The members of the School Committee, being almost necessarily local in their observations, cannot form an unbiased opinion of the comparative wants of the different wards; and, besides, they have not time to give adequate attention to the numerous details relating to the construction of a school building. A superintendent can make himself equally familiar with the whole field, can point out the most favorable locations, and prepare exact specifications as to size and internal arrangement. With an annual outlay of between thirty and forty thousand dollars, if there were no other than financial reasons, would there not seem to be a demand for such an officer? But there are other and more peremptory and important reasons calling for such a superintendency. With thirty Primary Schools, three Grammar Schools, and two High Schools indirectly connected with our Common School organization, we can hardly expect to secure, under our present system of supervision, homogeneity in instruction, and equal progress in all departments. It can be readily seen that one strong, experienced mind, whose whole powers can be devoted to the service, can accomplish infinitely more than can be attained by the occasional and limited visits of different members of a large committee. But it is the testimony of experience that some of the schools receive not even the slight attention of occasional calls. Quarterly reports suggest important improvements and notice serious evils, but no active measures are taken to secure the one or counteract the other. The same state of things continues; the duties of the school may be mechanically attended to, bad habits are confirmed, and poorly trained children continue to present themselves for admission into our Grammar Schools, when they have reached the proper age.

There is an important topic now exciting the attention of the friends of the young, and to which, we are happy to know, more attention is given by practical teachers — we refer to the effect, upon the education and discipline of the pupil, of the character and manners of the teacher. A superior education and a vivacious manner are not now considered the only indispensable qualifications of a good teacher. It has been found that the temper and the habits of the teacher are among the more powerful educational elements. "What he says, and above all what he does, is graving itself on the tenacious memory of childhood. His inconsistencies, partialities, ill temper, tyranny, or selfishness, leave lasting traces," and the nobler elements of a magnanimous character will not fail of reproducing themselves in the sensitive nature of the young. During a large proportion of his active hours, the pupil is in the presence of one whose social position, strength of character, superior abilities, and constant discipline render him an object of the utmost attention and inter-

est. He cannot raise his eye without observing him, and when his eye is not raised, he is involuntarily and powerfully impressed by his presence and pervading spirit. Every act and habit of the instructor is swelled into importance as associated with his position. The tide of his emotions, and thoughts, and habits flows back upon these expanding capacities, filling them, and leaving its deposits there, as the tide wave of the ocean urges its way into all the bays and indentations of the coast, and leaves its marks upon the yielding shores. A very serious responsibility thus rests upon the teacher.

All the courteous, and generous, and noble, and moral, and religious impressions of home may be distorted or effaced by the more powerful and continually repeated impressions of the school-room; or the lack of these, in the families of the ignorant and vicious, may be greatly compensated by the more healthful atmosphere of the child's daily home for six hours. It is this involuntary influence which gives the teacher so favorable an opportunity of developing and moulding the moral faculties of his pupils while he is engaged in his daily offices of instruction; not so much by direct precepts, as by the force of his own character, and the powerful moral atmosphere he sheds throughout the school-room is this to be attained. "The secret of the art of training up the rising generation to virtuous characters, consists not in the power of the teacher to indoctrinate them with correct theories of moral duty, and to urge upon them arguments for their support, but in inducing, through his personal influence and example, a habit of right action, in all the pursuits, occupations, and pleasures of childhood."

By a native and cultivated nobleness of manner on the part of the teacher; by continued appeals to this trait of character, and to high Christian motives; and by conducting the daily discipline upon the presumption, manifest to all the keen eyed and quickly impressed youths of the school that they are ingenuous and truthful, these noble and ennobling virtues may be developed into maturity and into self-determining power.

#### STOUGHTON.

The town has been liberal in its appropriation; yet when we consider its prosperous condition, and the increasing demand upon it for the means of acquiring an education, we are constrained to say that our schools fall short of what they might and should be.

As an important step in the improvement of our schools, we would suggest that the town abolish the present District System, and assume the management of the schools in their corporate capacity. We speak not unadvisedly on this subject. It is no new or untried theory; its practical results have been fairly tested by many towns and cities in the State; and in no case where it has been adopted has the old District System been reëstablished.

Mr. Mann, whose opinion on educational matters is entitled to the highest respect, says in his Tenth Annual Report to the Board of Education, "I consider the law authorizing towns to divide themselves into districts the most unfortunate law on the subject of Common Schools ever enacted in the State." By the operation of the new school system, we can more effectually obviate the great difficulty of making the school privileges equal. This is the first great object of our school system; the

tax for their support is equally levied on all the property in the town, and justice demands, that notwithstanding the homestead may be north or south of the brook, the same privileges in the school-room should be shared by all. The schools could then commence, and close, at nearly the same time. The grading of schools, the classifications of scholars, making it practicable to sustain teachers in the same school for several successive terms, are results of this system, the advantages of which must be apparent to all.

In assuming the administration of the schools, the town may retain the district lines, if deemed inexpedient to abolish them, and simply choose a School Committee, who shall have the whole management of the schools;—the power to select, as well as examine the teachers. The beneficial results of this policy have been so universally approved as to leave its great superiority over the present double-headed system beyond a doubt. Since our acquaintance with the schools, much of the difficulty and inefficiency which has existed can be traced to a want of sufficient care in selecting the teachers. For in several cases those teachers who have passed the best examinations in literary attainments have been the least successful in the management of the schools; and could we do but one, we should much prefer to nominate, rather than examine, as we would nominate only such as we know to be accomplished and successful teachers.

The responsibility of so great an object as the education of the young should not be divided; it should rest somewhere. No such division of responsibility, no such conflicting agencies, exist in the management of our railroad and banking corporations. But a Board of Directors are chosen, who are considered competent to manage all the affairs of the company, not by ten or twenty votes, as is sometimes the case in choosing the Prudential and School Committees, but by the votes of all who have a dollar invested. And are the interests of our schools of such paramount importance as to require this double—we would say suicidal—safeguard to their welfare? Would that the comparative interest manifested in them proved that such is the fact. The great objection to the system is, that it is a usurpation of power. But is it a usurpation of power, we would ask, is it a violation of the principles of civil government, to give those the control of that for which you make them responsible? In what way has its operations, where it has already been adopted, injured our republican institutions? We think the objection is not sufficiently tenable to sustain the position. The committee should have power to perform that for which they are censured if not well done.

We have not space to discuss the subject in all its bearings, but would make the following practical suggestion: At the annual meeting, let there be a committee of seven chosen, from different parts of the town, who shall be intrusted with the whole management of the schools. Let the board be organized by choosing a chairman and secretary, and dividing themselves into sub-committees, consisting of one person each, whose duty it shall be to take charge of the school-house in the locality where he resides, provide fuel, audit the accounts of teachers, and perform such duties as ordinarily devolve upon Prudential Committees. Let a committee of three be selected to examine teachers; also a committee of one or more, to visit the schools as required by law; the remainder of the Board visiting the schools in their vicinity as convenient.

Regular quarterly meetings of the whole Board should be held, to hear reports of the condition of the several schools, and to concert such measures as may best promote their welfare. We should then have all the advantages of the present system, and the local committees, being parts of one body, will act in harmony with the whole. We are confident that by the adoption of this, or a similar system, the prosperity of our schools would be greatly augmented. And we would respectfully call attention to this subject, as the most important improvement we can suggest; its object being to secure better teachers. The town would hazard nothing in trying the experiment for a year or two, and if not satisfied with its results, could again adopt the present system.

#### WALPOLE.

The town having nearly completed an important item in the improvement of their public schools, namely, new houses in all the districts, the committee consider this a suitable time to make some observations respecting the general progress and present condition of our schools. The earliest return we can find is that of 1828, in which the number of scholars, between four and sixteen, is stated to be three hundred and eight; the amount of money raised, \$600; the time during which the schools were taught, thirty-three months in the year, fifteen months by male teachers, and eighteen months by female teachers. We have now one more district and school; three hundred and seventy-two scholars between five and fifteen; money raised, \$2000; time, fifty-seven months in the year; by male teachers, twenty-one months; by female teachers, thirty-six months. Within four years five new houses have been built, and in the course of the next summer another will be built, the whole at an expense of about \$15,000. The last of the old houses has disappeared. We shall soon have six convenient and handsome houses, with all the best modern improvements.

These facts are creditable to the enterprise of the town. They show that it feels interested in the education of its youth; that it has a wise regard to its permanent pecuniary prosperity; that it looks forward to the future character, and studies to elevate the future condition, of its inhabitants.

What can we show for this outlay? We answer, A set of improved schools. This general remark is to be modified only by observing that, in a matter so extensive, and embracing so many particulars, and requiring the coöperation of so many individuals, we do not look for immediate and striking results. We cannot strike out by any machinery a full-sized and efficient system of schools. There must be a right principle at the foundation, and then a gradual development of it by good teaching, attentive study, and watchful supervision. We have made no extensive changes at any one time, but have gradually introduced modifications as the exigency demanded or our means allowed. We are satisfied that, with the exception of one or two particulars, which have been noticed in previous reports, we are in the right way, and that, with perseverance, we shall see the ripened fruits of our efforts.



## WEST ROXBURY.

*A Superintendent.*—The appointment of a superintendent to take the supervision and care of all the schools, and to labor generally for the interests of public education in the town, has become a favorite plan with those who are best informed upon the subject of Common School education. It is believed that a superintendent well qualified for his office can do all commonly done by School Committees more efficiently than they can do it, and much more which it is impossible for them to do, acting as a body, but which is nevertheless necessary to be done in order to produce the highest and best results in our Public Schools. In a manufacturing establishment, if the directors should place an overseer in each of the rooms where there were fifty operatives, and only occasionally visit them as they found it convenient amid the pressing duties of their private business, with no general and direct agency over the whole emanating from one mind, it is obvious that there would not be produced any thing like remunerating results. The analogy between such an establishment and our Public Schools is very complete. The School Committee place the teachers in the schools, they visit them as often as they are able, and try to keep the machinery in operation as well as they can, in the very limited time which they can steal from their own pressing avocations. If a member of the Board should see a general defect in the teaching of any given branch of study, he has not the time—for it might take several days—to hunt for the cause, and to bestow all the labor requisite to rectify the defect. The result is, that we often see obstacles to success which, in our circumstances, we have not the ability to remove. Our schools are designed to be conducted as a complete system, beginning with the Primary, and passing on through the advancing divisions of the Grammar, to the High School. Each stage of progress is related to the next, from the lowest to the highest. If, for illustration, a certain method of teaching geography were adopted in the Primary School, another in the lowest division of the Grammar School, and another in the next, and so on to the High School, which must be the case to a greater or less extent under the present system, it is very obvious that the scholar must suffer a great loss in passing through these various stages, by the change of system. A superintendent, who could devote his time without limitation, would assimilate the methods of instruction, and see that each step were a suitable preparation for the next, and secure the best and most thorough method of instruction from the beginning to the end of the course. His presence would be felt alike in all the schools, moulding the whole system into a unity, harmonizing and compacting it in all its parts.

## BRISTOL COUNTY.

## ATTLEBOROUGH.

The seventeenth annual report of the Secretary of the Massachusetts Board of Education contains a supplementary chapter devoted to the construction of school-houses. There are numerous plans designed for schools of various magnitudes. Accompanying the representations are brief accounts descriptive and explanatory. These have been arranged by a gentleman practically acquainted with the requirements of such structures, and they afford valuable aid in selecting a plan for new houses. Some care in the arrangement of heating apparatus is requisite in order to diffuse an equable warmth through the room; and another not less indispensable provision is suitable means for purifying and renewing the atmosphere vitiated by many lungs. By experiment it is ascertained that about twelve cubic feet of air per hour are inspired by an adult. Vigorous children, by whom the vital processes are rapidly performed, require scarce less to maintain their active respiration. The size of the apartment and the number of pupils being known, it is easy to compute the quantity of air required in a given time. While the firmament is stored with an inexhaustible supply of pure, salubrious air, there is no valid excuse for expending it niggardly. We are not prone to use at second hand any of the necessaries of life: then why respire air already deprived of its purity, and loaded with foul exhalations? Whoever visits our school-rooms is compelled to inhale an atmosphere deficient in the element which aerates the blood and maintains its vitality. The brain, in consequence, acts sluggishly, and languor pervades the system. The attention wanders vaguely, or application is attained only by an effort. Time is imperfectly employed, present inconvenience produced, and permanent injury entailed. Pulmonary consumption is one of the most common and fatal diseases of this country. Often a predisposition is inherited which no precaution can evade. Yet sometimes it arises without an hereditary taint, and from causes within control. Insufficient clothing, improper food, and other debilitating influences are among the number. Impure air as an exciter of pulmonary disease has been too long overlooked. There is reason to think it is among the most frequent and fatal causes of consumption; and when it has not a direct influence in originating the malady, has much to do in hastening the fatal termination. The distinguished Bandelouque states as the result of his examinations and experience, "that a truly scrofulous disease is invariably caused by vitiated air, and that it is not always necessary that there should have been a prolonged exposure to such an atmosphere. Often a few hours each day may suffice, and it is thus that patients may live in the most healthy country, pass the greater part of the day in the open air, and yet become scrofulous because they sleep in a confined place, where the air has not been renewed. The shepherds of grazing coun-

tries become scrofulous although they lead an open-air life. The disease with them is attributed to exposure to storms, atmospheric vicissitudes, and humidity; but attention has not been paid to the fact that they pass the night in a confined hut, which protects them from the rain; this hut has one small door, closed when they enter, and remains closed during the day. Six or eight hours passed daily in this vitiated air, never renewed, is the true cause of their disease."

Doubtless the benefit derived, in many cases of consumption, by removal to a warmer climate, is because exercise can be taken at all times in the open air, and that the external atmosphere is not necessarily excluded from dwellings and sleeping-rooms by reason of its temperature. Sir James Clarke asserted that living in an impure atmosphere is even more influential in deteriorating health than defective food; and that the immense mortality among children and in work-houses, is more ascribable to foul air than insufficient aliment. The very grave importance of thorough ventilation can hardly be overrated; it demands the earnest attention of every person, and strenuous means for enforcing it.

The committee believe that much good may be produced by modifying somewhat the existing system of district organization. At present each school contains pupils of various ages and capacities, which cannot be classified advantageously. Much of the efficiency of school instruction depends upon the adoption of a regular system of procedure. The teacher cannot address himself to each individual separately; and classes must be arranged to receive simultaneous instruction. The more advanced should be brought together under a teacher of suitable capacity. The little ones are in almost every respect better by themselves, consigned to the care of a female who knows how to meet their wants. Such a system of classification can be attained by transferring the older pupils from contiguous districts to a single school, while other schools are maintained for the younger children. We recommend such a plan to the consideration of the several districts in such places as it may seem practicable.

#### BERKLEY.

From these facts, to what other conclusions can we come, than that we have at least two school districts in town more than are needed, and that hence our school money is unwisely expended? That some remedy for these evils should be devised is apparent. We know there are many difficulties in the way when it is proposed to remove old and well-established landmarks. Notwithstanding, we should take the subject into consideration, and see if matters cannot so be arranged as that these evils shall disappear. If we all come to understand that important advantages are to be secured, and become willing to lay aside our selfish views and interests for the noble purpose of so arranging our schools as that they may become an honor to the town and a blessing to the rising and all future generations, then our difficulties will vanish, and a better order of things will speedily arise. That all may enjoy equal advantages, perhaps it may be necessary to change in some respects, or to abolish, the District System, and have all the schools under the immediate jurisdiction of the town. Many reasons may be urged why the system of districting should be abandoned. Among them the following should be carefully considered:—

It would secure equality of school privilege to all the scholars in town. It would probably lead to grading the schools, and consequently to better classification.

No more schools would be supported than are needed.

Better school-houses would be provided.

And, in many cases, better teachers would be employed; but if the teachers were the same, the schools would be assigned them with strict reference to their qualifications, and their probable success.

#### DIGHTON.

The Legislature of 1853 passed an act to discontinue the School Districts unless the town retains them by special votes once in three years, beginning at their annual meeting of 1854. After a careful consideration of the subject and the situation of the town, we would express our opinion decidedly in favor of the abolition of the District System. It would not necessarily diminish the number of our school-houses, (although that might perhaps be advisable,) or remove them from their present places. It would place them under the control of the town, to be kept in repair, and rebuilt, when necessary, at the common expense. The teachers would be all employed by the town's committee, scholars would not be limited to any particular lines, but might attend such schools as would be thought best. The number of schools could be increased or diminished at different times, without the trouble of districting anew the whole town. The trouble, and oftentimes the legal difficulties, in raising taxes in districts, would be avoided, and especially the perplexity and cost of raising small sums for trifling repairs. The amount of money appropriated could then be divided so as to give all an equal advantage, which would be an improvement on the way heretofore practised. There would then be an end of that gratuitous service, performed by Prudential Committees, of hiring school teachers, so unwelcome that some districts have had no Prudential Committees, which evidently shows a wish for a change, or a want of interest which should not be tolerated.

#### FALL RIVER.

The other change referred to is of a still more important character, and the committee would propose it, as a subject, in their opinion, well worthy of the deliberate consideration of the citizens of the town. It relates to the propriety of employing some competent, efficient, and faithful person, whose sole employment it shall be to superintend the interests of the Public Schools in the place. This is a matter upon which your committee need not multiply words. Our system of Common Schools is one of universal and vital interest, both to the present and to future generations, and deserves not only to be liberally provided for, but vigilantly and wisely looked after. To properly manage the annual expenditure of \$12,000, and have the oversight of between 40 and 50 laborers in this great work, requires, as will be seen at a glance, not a little time, energy, and wisdom, and to withhold the means or neglect the measures necessary to secure such management and oversight, is evidently a mistaken policy. And to pursue the present mode, and intrust the care of the schools to five or seven men whose time and hands are fully occupied with other pursuits, and who can only snatch now and then an hour from

their own pressing engagements to devote to this, it seems to the committee is bad policy, and must inevitably leave one of the most precious interests of the people to suffer. An annual outlay of from \$300 to \$500 above what is now paid the General School Committee, would secure the services of a competent and efficient man, who might devote his entire time and energies to the care of the schools; and it is the unanimous opinion of your present committee, and of many former committees, that such a change would prove in the end economical and satisfactory.

#### NEW BEDFORD.

The committee claim to be fully conscious of the grave responsibility which ought and does attach to every member of its Board in view of the important interest intrusted to their sole care and management, but at the same time are compelled to admit that, as a natural and necessary result of the present condition of the Board, so much time and attention have not been devoted to school interests as their relative and intrinsic consequence seems to entitle them. When it is considered, regarding the matter in a strictly pecuniary view, that the school establishment involves an expenditure of about forty thousand dollars per annum, it becomes at once apparent that it is an interest worthy of much of the public care and regard; and that conviction is vastly strengthened, when the nature and character of the object are regarded, to which this great expenditure is directed. It is obvious, therefore, that the care and management of their interests should be confided to such as may be enabled, from the nature and circumstances of their mode of life and occupation, to devote a considerable portion of their best thought and labor to the advancement of school education among us.

With this belief weighing upon them, many members of the Board have long been of the opinion that the public interests in this behalf would be promoted by a reconstruction and reorganization of the committee. No formal discussion of this matter has ever been held by the Board, nor does it seem necessary in order to render a suggestion of this kind proper. It is but a suggestion presented to the public mind, and especially addressed to the incoming Board as one of sufficient importance to arrest attention, and challenge careful examination. In the minds of many of the committee, the time has come when the magnitude and increasing extent of the school interest, together with the constant advance of the public mind in educational matters, absolutely require, in order to obtain results in the system creditable to the city and worthy of the great expenditure, that a new officer be attached to this department of the public service, who shall be styled "Superintendent of Public Schools," and whose duty shall consist in devoting his whole time, talents, and accomplishments to the general supervision of the Public Schools, and the improvement of their condition. The experiment has been tried elsewhere with eminent success, and it is for this community, upon intelligent reflection, to pronounce whether or not it is expedient for us to seek the same advantages which have elsewhere followed the establishment of the office.

## NORTON.

School teachers do not always prepare themselves for their duties as they ought. At the examination of the teachers we inquired respecting the means they had used to qualify themselves for their responsible station. One or two only had ever attended a Normal School, and but very few a Teachers' Institute. Nor were they, on the whole, familiar with those books designed to aid them in their vocation. We would earnestly urge upon them the importance of a thorough preparation for their great work. Many of them fail in teaching because they do not know how to teach the several branches. The design of the Normal Schools and Teachers' Institute is to give this information. And no teacher should presume to enter upon the duties of the office without availing himself or herself of the means now afforded for a thorough preparation for the profession.

## PAWTUCKET.

In this town the arrangement of the districts is inconvenient. The first district embraces the most of the town, and has seven schools in it; and both the others have but three. The whole town might as well be managed together. Certainly there is as much reason for having a separate district at the Central Falls as there is for having one in the east or south part of the town. Indeed, the better way would be to district the town anew, making one district for each school-house in the present first district, or else to abolish the districts entirely.

The only difficulty in the way of their abolition is, the district property and debts. But those are easily removed, in an equitable manner provided by law; and the change would relieve the assessors of the annual duty of assessing a separate tax for each school district, and the people of the necessity of holding school district meetings, which few of them ever attend.

## SEEKONK.

We would call your attention to the importance of employing teachers permanently.

What college could long flourish whose officers were displaced at the close of almost every term? What manufacturer feels that it is for his interest to employ a new agent to take charge of his business every few weeks? It has long been understood that frequent changes in any of these relations are detrimental to the interest of the employer, and often attended with great loss. Experience has proved the necessity and wisdom of employing persons permanently in all these departments, and "necessity alone can justify employing men in these situations for a brief period of only a few weeks."

What we have said respecting the officers of incorporated colleges and of agents, may with equal propriety be applied to most of the relations of life, but especially to the teachers of our Common Schools. It is often the case that the teacher enters the school-room a stranger to the scholars. If the school is large, it will take him several days to be able even to remember their names, much more to ascertain their just station in the school, and still longer to study their characters so that his instructions can be profitable. We shall not stop to go into the details of

the many difficulties that must be encountered ; but suffice it to say, that several days at least are completely lost in a change of teachers.

In some of our schools, during the past winter, the evil effects of the change above referred to were very apparent.

When the teacher has had the care of the same school for several terms, the acquirements, capacity, and character of every scholar are well understood ; therefore the teacher is able to classify his school in the best possible manner. Knowing the acquirements and character of his pupils, he does not spend his time unnecessarily on what the scholars have long understood, but his instructions are pertinent, therefore profitable. Your committee, in advocating the principle of employing teachers to take charge of schools for several consecutive terms, wish to be understood that they recommend such action only when teachers prove themselves skilful, successful instructors.

The permanent instructor is placed in a very different situation from the teacher who expects to instruct the school under his charge only for a single term. In the last instance he may feel that the responsibilities of a teacher are somewhat divided—if the school does not improve under his care, perhaps his successor will make amends for his delinquency, or his predecessor or successor will share with him the blame which he alone justly merits. But let the teacher understand that he may probably have the charge of the school under his care permanently, (if he merits it,) and he has more at stake.

His reputation as a teacher will depend entirely on the wisdom of his plans, and their faithful execution. Let him but feel that the children under his care are to receive their entire education preparatory to the business of life at his hand, where their intellectual character will depend entirely on his skill and efforts as a teacher, and there are many motives to more strenuous efforts.

#### TAUNTON.

Since the subject of grading the schools, where admissible, is under deliberation by another committee specially appointed, we only refer their report to your favorable consideration and favorable action, both on the score of economy and efficiency.

*The Engagement of Teachers.*—The engaging, examining, approving and removing powers are so intimately blended, that their distribution to different authorities, with some few exceptions in more than a geometrical ratio, diminishes the efficiency of the schools : and for confirmation of this statement we appeal to your own observation and convictions. The law, with wise discrimination, disposes the power to the School Committee ; but by an unnatural divorce, this town with others, though a rapidly diminishing number, divide the powers, and so parcel them, that the responsibility rests nowhere. The school Committee cannot be held answerable for the exercise of a power and its consequences which they do not possess ; they have not the privilege of election ; only that of exercising the veto power and of dismissal, from just cause. The teacher contracted with, the power of the Prudential Committee ceases ; in general he rarely visits the school ; it is not a legally required duty ; therefore he necessarily knows nothing respecting the internal conduct of the school. The power of dismissal, though clearly granted, is so arbitrary in its action that the circumstances must

be quite aggravated before the committee would resort to its exercise. Teachers during the past year have been allowed to complete their term of engagement, not because the committee were satisfied, or because they were accomplishing all that the district had a right to expect or demand; but because an arrest of the school would inevitably generate parties and discord in the district, and, all things considered, would effect a greater evil than the endurance of that which existed, inducing us "rather to bear the ills we have than fly to others we know not of."

Fellow-citizens, observe the inconsistency; you elect men to office, but deprive them of the power of so discharging its duties as to secure in the highest possible degree the desired end. You bid them work, and demand that they shall furnish not only clay, but straw likewise; require the provision of good schools, whatever be the ability of the teachers presented for examination, to make them so; give them no agency in the selection of their workmen, and yet make them responsible for the quality of the manufacture. Such palpable inconsistency is without a parallel in other departments of business. The agent of your mills, for elaborating matter, demands the surrender to him of all these powers and privileges, to be used at his discretion; but for the provision of one to mould mind, form the intellect, and present it a perfect work nicely adjusted in all its parts—for this duty, excelled in importance by none in the whole range of human interests, forsooth, 'tis meet that two distinct and sometimes conflicting powers should be called into requisition. These little district democracies must be preserved intact at all hazards; these petty sovereignties must not be surrendered! You say, we want a voice through our agent in the selection of those who shall instruct our children. This is a commendable wish. But now please to observe the development of this wish.

A meeting of the district is called; from six to twelve persons are present in a district comprising fifty families. A Prudential Committee is chosen. He selects a brother, sister, nephew, niece, or friend, it may be, or, late in the season, a person, who, from verbal recommendation, he believes, will justify the expectation of the district,—the same subject to the approbation of the School Committee. He now limps through a tedious examination with relief to himself, and unmingled joy to the committee that the unsatisfactory examination is over. Now, gentlemen, says the chairman, will you approve? The examination has reflected no credit upon the candidate, nor will it upon us to approbate him; this day is Saturday; notice has been given that the school will commence on Monday; if we reject him the Prudential Committee is thereby mortified, if not enraged; the reputation of the applicant will suffer; the district will be disappointed; the season is far advanced, and it is improbable if he is rejected that another more suitable could soon be obtained; he may teach a better school than his examination would lead us to expect. Considering all these circumstances, will you approve? A vote is taken,—three render a reluctant affirmative; one a negative, and three cannot conscientiously approve, and with the train of consequences in view incurred by his rejection, are unwilling to disapprove; however, the applicant receives a certificate, and the school commences: and now are rapidly developed, and with wonderful accuracy, the deficiencies foreshadowed in the committee-room. Some few instances have occurred in which we were happily disappointed, a vastly better school being taught



than we had reason to expect. Such is a running, faithful commentary upon the jealous preservation of district rights.

This is no unreal narrative devised for the occasion, but the frank detail of scenes more than once enacted before us during the year.

Again, teachers have been re-employed against the earnest remonstrance of your committee; who, knowing intimately their past and present want of success, felt persuaded that the school could not prosper under their instruction. Such, if selection had been in the hands of the committee, would not have been permitted to continue.

By leaving this power to the committee, where the law has left it, you relieve yourselves of an undesirable task, and place it where it belongs. 'Tis true you increase their power, but only for accomplishing greater good; and who would deprive them of it? This power certainly is not coveted by the School Committee, and we utterly disclaim any desire to be clothed with additional powers. But we are moved thus to urge it from an irresistible conviction that thereby the efficiency of our schools would be greatly enhanced.

#### WESTPORT.

*Change of Teachers.*—Another permanent evil in retarding the progress of education in our schools, is a too frequent change of teachers. It is the custom of many districts to change teachers nearly every term: having observed carefully consequences of such a course, we regard it as an expensive evil. A teacher between whom and the school there is a mutual acquaintance, has many important advantages over a change. He is familiar with the natural characteristics of his scholars, and this is a cardinal point in successful school teaching; he knows their proficiency, and is prepared to carry the school forward with rapid progress from the day of its commencement. A stranger, however excellent he may be as a teacher, has all this to learn, and it requires two or three weeks to get the school thoroughly under way. It is our opinion that a second term, taught by a competent and faithful teacher, is worth a quarter more than the first. If this be correct, we are needlessly (in many cases) suffering a great loss of money and of education. This subject should be more thoroughly investigated than it ever yet has been. In every department of business we recognize the evil of frequent change. Every business man considers a change of agents or clerks to be a serious evil; sometimes, however, it may be necessary, but the necessity is always regretted. So it should be in case of schools. One good teacher even should not be changed for another, much less a certainty for an uncertainty. Committees, when employing teachers, should have reference to the question, if they may not be obtained for a succession of terms, providing they give satisfaction. Those who make teaching a leading business should have the preference. They have more at stake, are more reliable, and consequently are more likely to succeed.

## PLYMOUTH COUNTY.

## ABINGTON.

The first part of the year our school affairs were in a very unquiet state. Several town meetings were called, and much difference of sentiment and much warmth of feeling were manifested on the subject of our new system of school education. Such a state of things was naturally to be expected. Our town during the past year has made great changes, and done a great work in favor of education; it has expended in school-houses, and in other ways, very large sums of money. We do not know the town in the Commonwealth, which, in proportion to its wealth and population, has, during the year, done so much in the cause of education as our own. But all the diversity of opinion and excitement of feeling consequent on these changes and great outlays, very naturally had an unfavorable influence on the state of our schools. But we are happy to find that as the year is coming to a close, there seems to be much more harmony on this subject. We begin to be proud of what we have done. Other towns are looking at our example, and are encouraged to go forward in the cause of education. And we believe that before another year is past, our citizens, in reference to most of the questions that have divided us, will be of one mind, and act in concert for the great end we all wish to secure, viz., the best facilities of instruction for our sons and daughters.

*The High School.*—Although the number of those who have secured the advantages of this school is not so large as it might have been, and ought to have been, and we believe will be hereafter, yet, it has been sufficient to call for all the teacher's time and energies. And the benefits of the school have been purchased cheaply at the cost of its support. To say nothing of what it has done in elevating and improving the character of those who have attended it—to say nothing of those whom it has inspired with a desire to secure a college education, and who are beginning to turn their studies in that direction. We may say that, of those who have enjoyed its advantages, thirteen or more have during some part of the past year been engaged in teaching, and must have obtained in this employment an aggregate of not less than \$1000. And the number of those who will be fitted for this work, and will enter upon it, will doubtless be yearly increasing. We may hope that ere long this fountain will not only supply the teachers for our own schools, thus saving thousands of dollars among ourselves, but also send out streams of knowledge to bless many other and even distant places—streams which will roll back their waters again to us, bearing on their surface a rich freight of wealth and honor.

We have, indeed, heard it suggested by some, that it might be well to convert all our Grammar Schools into High Schools. To this change we object, because,

1. It would injure our Grammar Schools, by introducing into each of them all the classes and studies of the High School, which are enough, considering the manner in which the languages must be taught, to occupy all the time of our instructor.

2. The teachers will not be so efficient when their minds are directed to so many different branches of study. Nor do we need precisely the same kind of a teacher for the High School as for the Grammar School. It would be very difficult to find four men who would combine the qualifications for both schools.

3. It is better that scholars pursuing the same class of studies should be together. Those pursuing the common branches should be by themselves, and those pursuing the languages and higher branches of English study should be by themselves. They will thus act more harmoniously together, and instead of discouraging they will encourage and aid one another onward in their studies.

4. Those scholars who attend the High School, and study the branches taught there, must be provided for somewhere. They demand the whole time of one teacher. If you distribute them among the four Grammar Schools, you will have about as many classes to pass from the High School into each Grammar School as you have classes in the High School, each class being only a fourth part as large as it now is in the High School,—and you will need almost the whole time of four teachers, instead of one, to teach these classes, if they are to be taught to any profit,—and, as a consequence, you must engage female assistants in the Grammar Schools to teach the Grammar School scholars; the masters' time would be wholly occupied in the government of the school and in instructing the High School scholars; and thus the Grammar School scholars would lose the advantage of a male instructor. The High School scholars, therefore, demanding the whole time of one teacher, it would be better for them and better for the Grammar School scholars that they should come under the charge of different teachers; put them together and you materially injure both schools,—it is like changing the wheels of a carriage and putting the two small wheels on one side and the two large wheels on the other,—you injure the whole arrangement. Better let the small wheels be on the same axletree and go together, and the large ones go together on another.

5. This will be found the most economical arrangement. Suppose your High School cost \$600, and your four Grammar Schools \$1,800 making an aggregate of \$2400; if now you have four High Schools, they will cost for four principal teachers, \$2400; that is, you pay as much for four men as you did for five. And besides, you would be obliged, in order to allow time enough to the recitations of the classes to make them profitable, to hire four assistants at an expense of \$968, making the whole cost of your four High Schools \$3368. Thus the expense of sustaining four High Schools would be nearly \$1000 more than the expense of sustaining one High School and four Grammar Schools. For these, and other reasons that might be named, we are decidedly of the opinion that the High School should be continued. Indeed, we have no doubt you will be of the same opinion.

## EAST BRIDGEWATER.

We feel convinced that one of the radical evils in our present school system (if system it may be called that is of a very mixed character) arises from its grouping together for instruction children of all ages. Careful consideration, as well as every visit to the schools, has shown us that a GRADED SYSTEM, based on the ages and qualifications of the scholars, would be an incalculable advantage, especially in the more densely populated sections of the town. In many of our schools the elementary branches of study are too much neglected. And as a thorough knowledge of these is necessary to success in higher studies—as the little learners are of an age when the springs of the mind, being properly touched, will aid its growth in all the future the evils of such neglect are not easily measured. But under the present system there is no remedy for it. Is it strange that the teacher in our large and commingled schools, finding that he has to divide his time between scholars of all ages from five to twenty, and has but a moment or two to devote to each, is naturally tempted to give the chief of his attention to a few of the advanced classes, who may most readily show to the committee that he has done a little something? Or if now and then one resists the temptation, and resolves to be thorough with the smaller children, then the older ones are idle, or regard the school as worthless, on account of the little time the teacher can devote to them. What we most and immediately need, is a graduating system that shall provide schools for each of these classes of children. This would produce that classification among those of similar ages and acquirements, that would allow of a teacher's bestowing the effort upon each, which would insure a far greater progress, in a less length of time. This system has been adopted in all our large towns within a few years with most satisfactory success. And every year it is receiving increased patronage, and exhibiting more largely its superior benefits.

But what is to be done to bring about this change? It appears to us that the establishment and support of a High School would go far towards effecting the end the graded system has in view. Especially would this be true, if the plan should be adopted which proposes to locate a High School in four different sections of the town; thus giving equal advantages to all the children for obtaining a thorough English education. This would materially relieve the schools, especially the larger ones, of the evil which has been mentioned arising from the great diversity of classes.

Our earnest conviction is, that the time is fully come for the establishment of such schools, to which all of suitable qualifications may have free access. And we have reason to believe that a large number of the citizens coincide with us in this opinion.

Another thing in our judgment necessary to the highest efficiency of our schools, is such an alteration of the present District System as shall bring them under the immediate care of the town, to be administered by it in its corporate capacity. While then, by legal requirements, and, perhaps, moral obligations, still weightier, we are bound to take action, and do it soon, for the establishment and maintenance of a High School System, let us take into consideration the whole subject of public edu-

cation, and see what alterations are necessary for the better management and profit of all the schools.

The duty of maintaining schools for the equal benefit of all the children, devolves, primarily, on the town; and the more immediately the town is connected with its own schools, the more effectually can this duty be performed. The plan of taxing all the inhabitants for the support of schools, and then placing between the town and the schools a dozen corporations, having agents irresponsible to the town in those matters on which the prosperity of the schools most essentially depends, seems to us to be complex and essentially defective.

We know it is not easy to depart from old customs established by our forefathers. But it is no disrespect to their wisdom to suppose that they could not foresee what would be best for all the future; or to believe that a system is not to be continued under any change of circumstances, simply because it had fewer evils, and even worked well for a time, when the towns were but sparsely settled. Surely, in this age of improvements, the idea of arranging and sustaining our schools on an improved plan, is no disparagement to those who have gone before us. A considerable number of towns in the Commonwealth have made the experiment of arranging the schools without regard to territorial lines, under the immediate supervision of the town. And not one has gone back to the old method.

The advantages of the new system of gradation proposed, administered directly by the town, and which we submit for consideration, we believe to be such as these:—

1. It will secure teachers better qualified, and if successful, more permanent.

2. It will give a more equitable division of the school money and school advantages. Equal privileges cannot be enjoyed under the present system. The advantages of not a few children are often not half so great as those of others not far distant. This is palpable injustice in the use of funds sacredly designed for the equal benefit of all. The plan of graded schools under the direct administration of the town would give the greatest equality in the amount of schooling to all the children. It would equalize the expense of supporting the schools, and of building suitable school-houses, and keeping them in repair. Every section of the town would claim an appropriate and well-furnished school-house, and the claim would be promptly met, without the delays and heated debates of numerous District Meetings.

3. It would be a saving of expense, by producing more equality in the number of scholars in each school; and in some cases, diminishing the number of schools.

Longer, as well as better schools, also, would be kept, with the same money that is now paid for instruction in the town. Much of the money now appropriated is wasted upon the promiscuous and heterogeneous masses that are brought together in our schools. The District System compels us to pay as much to support a school of twenty as of fifty, and as much to teach the youngest as the oldest scholars. Who can say that this is money prudently expended? Under the graded system it would be different. It would bring the schools in the lower department under the tuition of females, in winter as well as summer, with one half the expense of male teachers.

And the system that brings younger scholars under the charge of female instructors, confessedly better adapted to draw out their minds and mould their characters than the sterner sex, and which places the older and more advanced scholars under the requisite tuition and control of males, away from the confusion and noise ever attending a large group of small children, must evidently greatly promote the discipline of schools, and consequently their far higher progress and efficiency.

4. It would furnish a powerful stimulus, constantly operating upon scholars in a lower grade, to make that advance and proficiency that shall qualify them to enter the higher schools.

#### HALIFAX.

Let the Superintending Committee have the entire control of this matter for two or more years. One year will hardly suffice for this change, as good teachers for all the schools might not be obtained the first year. Let your committee be no longer trammelled by any obligation to accommodate a Prudential Committee, who shall present a teacher loaded with certificates from other towns, whose committees were jammed in the same hard corner, and squeezed out these certificates to prevent trouble. There are many reasons for this change.

#### HANOVER.

It is gratifying to your committee that they are enabled to say that good improvement, both in education and deportment, have been observable in our schools the past year. And it is their opinion, that the schools in Hanover were never in a better condition, or their prospects more encouraging and hopeful than at the present time.

The change which has been effected in relation to the school-houses, they being now all owned by the town, is doubtless to be the settled policy of the town for all coming time. With this change,—with new and commodious school-houses,—your committee cannot but cherish a hope that a better interest will be manifested in the cause of education; and that parents will see that the money raised for the education of their children is not lost, nor their sons and daughters suffer through their neglect.

#### KINGSTON.

During each of the nine years previous to 1852, the committee were summoned together for the examination of teachers, and frequently at a great inconvenience, on an average about ten times. For each of the last two years, during which the Superintending Committee have contracted with teachers, they have been obliged to meet for the above-mentioned purpose but three times. Thus, in this particular, there has been a saving to the town of more than two thirds of the expense.

#### MARSHFIELD.

We ask your attention to a few remarks in relation to the organization of the school system in this town.

We think the method of procuring teachers is unnecessarily complex, and not the best that might be adopted. Two distinct committees are now employed to perform this duty: we think the work would be better

performed if the responsibility rested entirely with one. Some of the advantages which in our opinion would result from the change suggested are these: Better teachers would be procured; good teachers would be likely to be longer retained in the same school; teachers would be appointed to those schools to which they might be peculiarly qualified; it would lessen the occasions for the exercise of party spirit, which is frequently manifested in the choice of Prudential Committees, and contribute generally to the harmony and usefulness of the schools. The operation of the division of the school money is unequal. Should not every scholar, whether he chance to belong to a large or small district, have an equal chance with every other scholar to be benefited by the town's money? The plan which we would propose is, to have the appropriations remain undivided in the treasury, and drawn as they are required by the General Committee, and each school to keep an equal length of time.

The "Gradation of Schools" is a subject which has recently been much discussed, and the opinion of educationists is almost universally strongly in favor of it. A serious difficulty in our schools is the great number of classes to be attended to. In one school there were fifteen classes to recite each half day. Now, grading schools brings scholars of similar attainments together; the number of classes is diminished, and the amount of instruction which the scholar receives directly from the teacher is correspondingly increased. Another argument in favor of the graded system is, that children of young and tender years are more properly placed under the care of female teachers, while older and more advanced scholars usually do more under the direction of male teachers.

This method can be better applied in thickly-settled places than in towns so sparsely populated as ours; but we think that a modification of the system might be advantageously introduced in our town. We wish to see a school established in each part of the town for the more advanced pupils in our schools, and for those who now go to other places to school for facilities which this town does not afford. Our schools do not furnish all the instruction which the community requires. Many would attend such a school who are not able to go abroad to academies. Much money is spent annually by our citizens in other towns, which, had we a High School, would be retained here.

#### NORTH BRIDGEWATER.

*Present System Deficient.*—We have for years been of the opinion that the present school system is carried on with benefits entirely disproportionate to the expenditures incurred; and to such degree disproportionate, as that if any common business of the world were carried on upon similar principles, the concern would soon become bankrupt.

*Disadvantages of present School System.*—1. Under the present system, one instructor must, in most cases, attend to all the various exercises of the school, from those of pupils just beginning to read up to those of the pupils who are most advanced; and in all cases, he is required to attend to many different branches. He is thus perpetually changing from one exercise to another, and a very different one. Various questions upon totally different subjects are frequently put to him, and thus his mind is continually drawn away from one subject to another.

His mind cannot enter deeply and with its full strength into any one subject, and he cannot therefore teach it in so clear, and practical, and living a manner. If each workman in a manufactory were to do all the work required in the manufacture of each article—if each workman were to take the yet unshaped or rough material, and to continue his work upon it until the article was completely finished—if in a shovel manufactory, for instance, each man were to take a piece of unshaped iron, and to form it into all the necessary parts, to put those parts together, with the steel work, the wood work, the polishing, and the varnishing, and did not suffer it to leave his hands until completely finished for the market, the effect would be, that the article would cost more, and also be finished in a less workmanlike manner. The effect upon the pupils in our schools is similar, for they cannot be instructed in a workmanlike manner, and yet they are instructed at an enlarged expense; and the results of such a disadvantageous process are of as much more importance as mind is more important than matter.

2. There are so few pupils in each school, and those of all ages and stages of progress, that there can be but few in a class, and yet there must be many classes, or else those will be placed together who cannot proceed together without the mutual suffering spoken of above. From the exceeding smallness of the classes, there can be but little interest and life in the members. And from the number of the classes, they can have but little of the time of the instructor.

3. The short term time and long vacation is attended with several disadvantageous results. The term has in many cases nearly expired before habits of school order and study are formed, and the feelings, and intentions, and ways of the instructor are learned and appreciated, so that the school is closed just as it is beginning to become profitable, and before it has arrived at any maturity of usefulness. During the long vacation, whatever habits of study may have been formed are in most cases lost,—in all cases weakened.

4. The change of instructors is attended with very serious disadvantages. A new instructor enters the school, in all probability entirely ignorant of the comparative state of advancement of the pupils, and of their several abilities and dispositions. If he happens to be a very good instructor, he will still from necessity commit many errors; such as putting some scholars back on what has been learned before, at which some rejoice because they will have no work to do; also in putting some forward because he is informed that they have been through certain branches of study, when perhaps their knowledge of them is only in the memory, and in reality they have no understanding of them, and from want of understanding of them are entirely unable to master the subsequent branches which have been given them, and which frequently cannot be understood without familiarity with the principles of the preceding ones. He cannot class them rightly, for he knows nothing of former classes; whereby there are some who are discouraged, and lose all desire and effort to learn, while there are others whose minds have not been sufficiently developed to be able to understand the tasks assigned them. He hardly begins to know them, and they hardly begin to know him, before the term is at an end. Even if he has kept the school before, he will not fully remember the states of the several pupils; and if he does, the long vacation has produced such different effects with different indi-



viduals, that they no longer retain their former positions in relation to each other. But generally a new instructor is introduced, and then nearly the whole school term is passed in canvassing him, in unlearning the former modes of instruction, and in becoming acquainted with and accustomed to his new modes; for no two instructors have precisely the same ways, and frequently very different and opposing ones. This perpetual unlearning and learning again has an injurious effect upon the mind, in unsettling principles, destroying order and system, besides consuming time, and exhausting that mental vigor the whole of which should be directed to the prosecution of their studies.

5. Under the present system, the first class instructors, those who make instruction their profession, who love it, are experienced in it, and who live in it and by it, cannot remain with us for want of permanent employment; but in general we are obliged to depend upon those who engage in teaching for a temporary purpose, many of whom have little love for it, and few, and perhaps none, of whom intend to devote themselves exclusively to it as the business of their choice.

#### PLYMOUTH.

The town having at their annual meeting abolished the School District System, your committee found the selection and hire of teachers, and all the prudential affairs of the schools, had devolved upon them. The large number of the School Committee, and selected as they were from nearly every section of the town, rendered the labor of superintending the school, particularly their prudential affairs, less burdensome to your committee than it would have been if the usual habit of the town in selecting their School Committee had been followed.

The District System was a complicated and inconvenient system. The town raised the money annually for the support of the schools, and not the school district; but the district furnished the school-houses, and hired the teacher. The evil resulting from this system frequently was, that the town was subjected to the necessity of having their money expended or wasted in school-rooms entirely unfit for school purposes, and upon teachers in many cases incompetent and unsuitable to teach.

It is true the School Committee had the power of rejecting an incompetent teacher; but the exercise of that power, where the district, through their agent, had selected a teacher, produced, usually, ill feeling, and was the source of a good deal of trouble.

The School Committee of this town have, year after year, reported the miserable condition of the school-houses in some parts of the town; but the districts neglected to rebuild or repair them. The present system furnishes a complete remedy for this evil. The town that had the burden of raising the money for the support of the schools, without the power of having suitable school-rooms, where it could be profitably expended, can now provide proper school-rooms and school-houses, and select competent teachers in each and every section of the town.

And it seems to us that the system is a perfectly just and fair one. Every man in town is taxed according to his means for the support of all the schools of the town; and he has an equal voice with every other man in selecting the School Committee, who are the agents of all, to see that the money raised for the purpose is expended in the best

possible manner for the education and benefit of all the children of the town.

#### SCITUATE.

The committee would state, in general, that, taking into account all the embarrassing circumstances incident to the present ill-adjusted state of things among us, the inadequate appropriation of the town for the support of schools, and the consequent short term of instruction; the frequent change of teachers; the want of any system of arrangement and classification of scholars, according to attainments; and lastly, the strange mistake of intrusting the selection of teachers to Prudential Committees,—taking all these things into consideration, our schools have been as successful, on the whole, perhaps, during the year, as could be reasonably expected. Under such and so many disadvantages, no candid, thoughtful mind could expect much.

In this connection, the committee would express, as their decided opinion, that some better system of arrangement is indispensable to the success and prosperity of our schools. The plan proposed and adopted at the March meeting is doubtless the true one, however persons may differ in respect to the details, or to the time when it shall be put in operation. Where they can be, schools should be properly graded. This system of crowding into our schools persons of all ages, and in every stage of advancement, from the child to the young man, and from the alphabet to algebra, is as ruinous as it is uneconomical. We are aware that the great extent of our territory, and the scattered state of our population, would render it somewhat difficult to grade the schools and locate the buildings so as to satisfy or even accommodate every individual. This ought to be taken into consideration, so that, should the plan be carried into effect, those who find that a Grammar School is not placed right at their door, will have no reason to complain that they do not fare as well as their neighbors. We think the plan feasible. We have at our hands all that is necessary to establish the primary schools. If two Grammar Schools will meet the wants of the town for the present, let these buildings be located with reference to a third, which may be needed at some future time. These, we think, should be annual, and of such a character as shall afford ample facilities for a good English education. Here then will be two regular steps in the right direction.

#### SOUTH SCITUATE.

The committee do not think it for the interest and future prosperity of the schools that Prudential Committees should retain this power. They should not retain it, because the selection of a teacher requires as great judgment, and, we might say, as great literary ability, as it requires to judge of the literary qualifications. Since Prudential Committees are appointed in every district, it is not to be expected that in every one persons will be found qualified, or if qualified, willing to perform its duties as they should be. The office is no sinecure, but is generally considered a thankless one, and the smallest fraction of time it occupies the better. The Prudential Committees should not retain this power, because they are liable to be influenced by local causes in the selection of a teacher. Dwelling in the districts for which they are chosen, it is not strange that fear of offending or of repressing the aspira-

tions of some neighbor should lead them to give the preference to some young, inexperienced applicants from their respective districts, though other more experienced and deserving ones should apply not so conveniently situated. All know how difficult it is to offend a neighbor or friend, when it is a matter of duty or interest; but when it is neither our duty or interest, is it not far more difficult? If the Prudential Committees were affected by the selection of the teachers, if they were responsible for their success, the difficulty might be obviated, for then they would be likely to disregard the offence given to a neighbor or friend in securing themselves from reproach.

The Prudential Committees should not retain this power, because they are not responsible for their acts, and do not incur the blame or credit they may bring. It certainly is both right and proper that all should have the commendation and bear the blame of their own deeds, and especially unjust that a party should receive either, who have had no part or lot in them. But this is the position of the Prudential Committees; for the praises which their deeds bring, and the reproaches they occasion, are not accorded to them, but to the Town Committee. If an individual is not to receive the credit of his acts, if he is not to expect any blame for their mal-performance, it cannot be expected that he will execute them so well; and no Prudential Committee can, or will if he can, perform his duties so well and faithfully, if he is not personally responsible for them, and a direct participant in their results.

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## BARNSTABLE COUNTY.

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### BREWSTER.

From this statement, taken from the returns, we learn that twice during the last five years the rank of Brewster has been the lowest in the county, and always near the lowest. The conclusion is, that you have the poorest schools in the county. It is also shown that these schools in your town have always ranked very near the lowest in the State. The conclusion is, that the schools in Brewster are nearly as bad as the worst. Disagreeable as this conclusion may be, we know of no way of avoiding it.

The question naturally arises, What is the occasion of our schools being in so poor a condition? We reply,—

1. There has been a want of discipline. The children have been allowed to go and come at pleasure, to study when and what they pleased, to classify themselves, or to decline all classification.

2. There has been a deficiency in the qualification of teachers. This is a necessity growing out of our present system of doing business. The demand has been for cheap teachers, and cheap teachers are always poor ones.

3. The responsibility and the power have been separated by a vote of the town. The School Committee are held responsible for the schools. The most essential thing is the selection of teachers. This is more important than the examination; yet the town by a special vote have transferred this duty to the Prudential Committees. It is true the School Committee has power to reject any candidate they may see fit; but the use of this prerogative is attended with many difficulties, which always end in bitterness and hatred, and sometimes in litigation. If the committee are made responsible for the schools, they ought to have the free choice of teachers. In three instances during the year, trouble has arisen from this cause, and from the Prudential Committee's interfering with the duties of the School Committee.

4. There is not a suitable room in town in which to teach a school. One half the houses are so dilapidated as to be wholly unfit for use, and none of them are properly heated and ventilated. The seats and benches in all are so ill contrived that no scholar can be long confined to them without physical injury. We feel confident that many of our children are laying the foundation of future disease and premature death in our school-rooms.

5. The mixed character of our schools is another evil. Children of all ages and capacities are brought together under one teacher. This so multiplies the number of exercises that the teachers are unable to do any thing thoroughly. The schools in town will average thirty exercises each in a day, which, with the time necessarily spent in governing, is more than twice the number a teacher can do justice to. If the town would have schools that are schools, the first step is to classify the scholars throughout the town, in suitable rooms, according to their age and capacity, thus bringing as many of the same qualification as is possible under one teacher. Thus the teacher will have the elements of a good school, and will have the time to do faithful service to each class.

6. The frequent change of teachers is another fruitful source of evil. The successful teacher must not only be thoroughly acquainted with the intellectual, but also the moral and physical character and condition of his pupils. Time is necessary to the formation of this acquaintanceship. This time cannot be had with our present mode of changing teachers twice, or even once a year. The teacher must know each scholar, and so be able to adapt his or her instruction not only to the school as a whole, but to each individual member thereof. It is advisable that those be employed who make teaching the business of their lives, and who have especially prepared themselves for the work. We recommend that only female teachers be employed, and, for the most part, such as have been prepared at the State Normal Schools.

#### CHATHAM.

That the present Common School machinery does not accomplish all that is desirable, all that is required, and imperatively demanded by the wants, and increased and increasing demands of the age, is almost universally felt and acknowledged. The Common Schools may have answered the expectations and met the wants of the past; but as they do not meet the wants of the present, much less will they be adequate to the requirements of the future. What then is to be done? A higher

class of schools, and (speaking generally) a more competent class of teachers, must be called into existence. You have a few good teachers,—teachers, who would succeed under almost any circumstances,—and a majority of the remainder would undoubtedly succeed, and give entire satisfaction, if selected with special reference to the peculiar circumstances of the schools for which they are designed. But so long as Prudential Committees, having no knowledge of the qualifications of teachers, or of the requirements of the schools for which they act, continue to engage the teachers, just so long failures will be inevitably frequent. You have hardly had a teacher in your winter schools, for years, who was qualified to teach even the first rudiments of navigation. Such teachers you should have, and such you must have, or you will suffer immense pecuniary loss: and this will be most felt by the poorer class of the community. The wealthy can educate their children irrespective of the public schools. But how are men of small means to do this? How is the poor widow to educate her children, if the purse strings of the public are not loosed? In the great and radical movement, which you have in contemplation, all classes will be benefited, if it be carried out; but by far the greater benefit will accrue to the poorer class. Every man who is taxed for less than \$3,000, if he have one or more children to educate, will find it greatly to his personal interest to lend his influence and his vote in favor of the required appropriation for the new school-houses—be their estimated cost \$10,000, \$12,000, or \$15,000. The plan of erecting two houses for a higher order of schools, one for the western and one for the eastern section of the town, fully meets the approbation of your committee.

#### EASTHAM.

So much has been said on the subject of graded schools, and the advantages of that system, compared with our present system, are so apparent, that it seems almost useless to advert to that subject now. All must see that a school composed of scholars of about the same attainments can be much better classified than one composed of scholars of every degree of advancement, from those who do not know the alphabet up to those studying the higher English branches.

The number of scholars may be larger, but the number of classes will be smaller; consequently the teacher will have a longer time to devote to each class, and the recitations may be proportionally more thorough.

The only objection that can be made to the union of the districts before alluded to, Numbers 4 and 5, is the increased distance that some of the scholars will have to go to attend school. And this, in our minds, amounts to but little. There cannot be more than two or three families, if any, that would have to go over a mile and a half. And we believe that any scholar that can sit six hours in a day as still as it is generally supposed a scholar ought to sit in school, uninjured, will not be very likely to suffer much from walking that distance. On the contrary, the exercise will be necessary, and the scholar will gain increased energy of character.

## FALMOUTH.

True it is, that by those who have the more general oversight of the cause of education in the State, the Honorable Board of Education, some innovations are proposed from year to year, and their adoption pressed upon the towns with much confidence, as the ones, and the only ones, which promise to work out the change so much desired. But experience proves that there is a fixed rigidity about our school system, as about other municipal institutions, which resists and opposes great alterations. Their schools, like their town and church organizations, have originated with the people themselves, springing into being at first with their necessities, growing with their growth and strengthening with their strength, until they have come to be regarded by them, not so much as outward clothing, which can be laid aside and exchanged at pleasure, as bodily limbs and organs which are to be improved, not by amputation and ingraftings, but by the slighter modifying influence of improved diet and a healthier digestion.

That a feeling of obstinate persistency in a course of action on any subject, simply because it is the old way, is to be guarded against, especially in an age when so much of light is shed upon every object of human pursuit, is the plainest dictate of human wisdom.

If it is a well-established fact, as the Board of Education seem to think it is, that graded schools are better than mixed schools; that a multiplicity of districts should be avoided whenever it is practicable; and if, too, it is better for the schools that the teachers should be selected by the School Committee of the town, and not, as at present, by the Prudential Committee of the districts, as they most strenuously insist that it is,—it is best that every well wisher of the schools should hold himself in readiness to be convinced of it. What light there is on these two topics, the most prominent among the suggestions advanced by the Board of Education for the improvement of the schools, may be found by an attentive perusal of their late reports, which are circulated in each school district throughout the Commonwealth.

But allowing that our school system is to remain substantially the same as at present, as it will very probably, for a season at least, if we may judge from the present slow progress of the proposed changes to an adoption in the various parts of the Commonwealth, there are nevertheless some suggestions constantly occurring to the minds of a School Committee, which, if regarded by district committees, teachers, parents, and children, will tend much to improve the schools as they are managed now.

## HARWICH.

The committee have seen, as fully as ever before, the evil of having the agents or Prudential Committees employing teachers, or engaging them, without any conference with the Town Committee, or consultation whatever. A very great evil, in many respects, this office certainly is, as usually administered; but we are not prepared to say that our large territory of school districts could be better managed, or so much to the general satisfaction, by abolishing the system altogether, as yet, considering, among other things, the difficulty of getting men who could give as much attention to the management of the schools as they would then

demand. But as you have appointed your School Committee for the ensuing year to investigate this subject fully, and to report at a future meeting, we will say nothing further upon it here.

The committee also are more fully sensible to the evil of mixed schools, which is the character of all of ours, notwithstanding the partial grading of No. 12. We mentioned in the beginning of our report the great number of school-houses in our town. We say, they are all needed. They must be used as Primary or Infant School-houses, and kept by a female teacher the year round, while the Public High School, or the Graded School, must be established in the four principal neighborhoods or villages of Harwich; which is a measure that needs very much to be taken, and which would greatly improve the condition of our schools.

### ORLEANS.

In many towns (and their number is fast increasing) they are diminishing their school districts and grading their schools; and their united testimony, from their experience in this system of schools, is highly favorable.

Your committee, in their last report, suggested the necessity of such a plan in this town.

The advantages to be derived from such a plan are too numerous to be given in detail in a report like this. The all-important object to be looked at in this matter is, the better education of our children—one which is paramount to all others—in comparison with which every thing else dwindles into insignificance; and it would seem that the only question that could arise in the mind of any community would be, Will it afford better facilities for the education of our children? That the present system of schools has done well in times past, does not argue that we do not need any thing better now.

The fact that our schools under the present arrangement, without any of the advantages of gradation, once answered their purpose very well, does not prove that we need nothing more efficient now. The necessity of better advantages for the young is very evident from the fact that there is a greater demand in the various departments of life for a more thorough and extended education.

What was considered competent a few years ago for the counting-room, the work-shop, the ship, is not sufficient in this age of progress.

The fact is, the prosperity of the various pursuits of any community depends solely upon the general prevalence of a high moral and literary education.

The application of science to the arts, now so universal, the connection of business of all kinds with the progress of knowledge, and the opening of a much wider sphere of thought than existed formerly to all the people by means of the easy and rapid communication now existing between different parts of the world, demand an increased amount of knowledge in order to a corresponding respectability and usefulness.

Of what advantage would the discovery of gold in California have been to this country, had the arts of navigation, seamanship, and ship-building remained as they were when Captain Cook first entered the Pacific Ocean?

Of what avail to this country would have been our vast inland navi-

gable advantages, had the principles of motive power remained as they were when Robert Fulton first ventured up the North River?

How much information, think you, could be communicated with our telegraphic wires, extending as they do from Nova Scotia to Mexico, from the Atlantic almost to the Pacific, had the knowledge of electricity remained what it was in the days of Franklin?

What effect would the vast resources of our country have in regulating our commercial intercourse with the different nations of the world, if the means of transportation had remained what they were when our western country was first settled?

#### WELLFLEET.

*Choice of Teachers.*—This, we believe, should be left with the Town Committee. They are expected to be more conversant with the state of the different schools, and with the adaptation of different teachers to the different schools. A teacher may succeed admirably in one school, but miserably in a different one. A local agent knows little of the difference in districts, and often wonders why the teacher who was so successful in a neighboring district, so completely fails in his. There are, too, candidates for teachers who, though having all necessary literary attainments, can never succeed in our schools. The power of communicating knowledge readily and clearly, or the organ of order, may be wanting. They may be able to teach, but not to govern a school. It is often hard for a School Committee to reject or dismiss a candidate on these grounds, because it is often hard to convince the agent who has engaged the teacher that these are facts, and harder still to prove to the candidate and friends that it is not all partiality. But if the selection of teachers were with the Town Committee, they could let such persons alone, and take such as they know to be well qualified for their task. It would also give the Town Committee more control over the teacher and school.

When teachers are engaged but for a term, and a new teacher comes with each new term, the scholars are often alternately pushed forwards and pulled backwards, according to the different views of different teachers; and the scholar is worried and discouraged by such treatment. We believe there is needed a regulating power; that the town should empower and order their committee to classify their schools, and at the end of each term give certificates of promotion to the deserving, and they alone should be promoted. This is the only remedy we have against changes so often made by different teachers. It will also give a stimulus to study, which is sadly needed in our schools, and give more method to our public instruction. The general School Committee do not urge this because they wish for more power or labor; but because we think it is the only course which can be pursued with profit. Every class should have its studies, and every scholar in that class should be obliged to pursue those studies. Thus, as he or she rises from one class to another, a regular progress in studies, from the rudimentary to the more advanced, will be made. A scholar is not a fit judge of the studies he should pursue. Often the very studies he ought to pursue are those he dislikes, and the last he would choose. Nor is the parent a proper judge. Text-books, systems of study, modes of teaching have all very much changed since he was in school. And the studies demanded by the coming duties of his child may be very different from those he pur-



sued. The likes and dislikes of the child have a wonderful effect on parental judgment. But judges there must be ; and if teachers are sole judges, they can change so often as to prevent any permanent progress in study. The decision, we believe, rightfully and naturally falls upon the School Committee ; and we would urge upon you the necessity, if you wish for steady, continued progress in your schools, that their entire supervision and regulation be left with the School Committee.

With regard to the abolition of the District System, we heartily wish it were abolished. If it were done away with, we believe the scholars of our town could be far better accommodated than now. But we do not see how it can well be effected under present circumstances. When the town comes to the point to which she must come sooner or later,—when she will take school-houses and schools into her own charge, and make all her schools free,—then we shall heartily go for abolishing the old district landmarks.

### YARMOUTH.

In our report last year, we spoke of the advantages which we might reasonably expect would be derived from the union of two or more contiguous school districts. This year, we propose to suggest to you the propriety of abolishing the district system altogether, and of building, at the expense of the town, three school-houses of sufficient dimensions to accommodate all the children of a suitable age. At your last town meeting you authorized your committee to discontinue the District System if they saw fit. We do not propose to exercise to its full extent the power which, with such generous confidence, you have placed in our hands, but beg leave to urge upon your favorable consideration the importance of taking immediate action upon this subject. We venture to recommend this change, because, in our judgment, if it is made, the children of the town will be much better educated, and ultimately at a much less expense.

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## NANTUCKET COUNTY.

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### NANTUCKET.

*Teachers' Institute.*—Under the resolve of the legislature of January 30th, 1852, a sum of money was appropriated for Teachers' Institutes, of a more local interest and limited extent than those which had been held before, and adapted to the circumstances of teachers in our cities. Owing to the limited population and remote situation of our county, Nantucket had not been benefited by the former appropriation. Teachers' Institutes, in the language of the first Secretary of the Board of Education, "are assemblies of teachers, of one or both sexes, for the purpose of being taught. In other words, a Teachers' Institute is a school composed of teachers, and of persons intending to become such, who assem-

ble to spend a longer or a shorter time together, for the purpose of improvement in the art of teaching."

In June, 1853, the Hon. Secretary of the Board of Education informed us that one of these very interesting assemblies was appointed to be held here during the first week in August. Preparation was accordingly made therefor, and there was (notwithstanding it was held during the warmest season of the year) a very liberal number of teachers from the neighboring towns, as well as all of our own constantly present; and whatever opinion may have been expressed before this meeting, it was the universal sentiment of the very large audiences which attended during the evenings, and the very respectable numbers present in the two sessions held each day, that the discriminating Secretary had selected a constellation of learned men, capable and able to instruct the assembled teachers, and public at large, in all the various sciences which they had time to teach and illustrate. In Professor Agassiz were recognized the eminent abilities and scientific attainments which will ever draw immense crowds to listen to his eloquent and brilliant lectures, though the peculiar value of his services can be rightly estimated only by those who know his anxious desire to promote popular education, and his great excellence as an elementary teacher. Professor Guyot's beautifully simple and philosophical method of teaching geography will be prized more and more as we are enabled to understand it. Mr. Russell's reading and elocutionary illustrations were invaluable to all who use the English language, and wish to comprehend its force and power. Professor Whitaker's method of drawing and his principles of teaching were new to most of us, but needed only to be more studied to be more admired.

In short, we had a jubilee of refined improvement and enjoyment, which, we trust, has made a mark on the minds of our teachers, and which will doubtless enable them more judiciously to teach and instruct those that are waiting to receive from them that which the State has so liberally bestowed on its chosen instruments of instruction.

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## DUKES COUNTY.

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### EDGARTOWN.

We do not introduce the subject in this report for the purpose of giving the measure our unqualified sanction, although we are free to say, that, in view of all the arguments, for and against, we are inclined to favor it; but we simply wish to present it, in few words, with some of its advantages, for the consideration of our fellow-citizens.

It will be seen that the tendency of the act is by no means to abolish schools, but only district lines and district organizations; and let the schools still be kept just where they have been, if need be, and wher-

ever else they may be required. But the chief benefits to be derived from this change grow out of the facilities it affords for the proper grading of the schools. This would be especially the case in our own town; for should the districts be abolished here, the schools must be maintained in the different portions of the town where they now are, in order to accommodate the inhabitants in those portions. Nor could all the sections enjoy so fully as in many other towns the advantages of gradation, owing to their isolated situation; but that, certainly, is no reason why they should not receive all that can, in the circumstances, be obtained from it.

It may, perhaps, be objected, that this law is an infraction of the democratic rights of the districts to choose their own officers and manage their own affairs. This will be seen to be a mistake, when it is considered, first, that districts derive their existence from the acts of the town, and the abolishing of them, therefore, is only the exercise of the same power that first created them; and besides, some of the towns have always proceeded substantially on the present proposed plan, without ever having districted themselves at all. Secondly, in this case, as truly as in the district arrangement, the inhabitants, by their votes, elect the men who are to be their humble servants in making arrangements for the schools; a task, certainly, judging from the little experience we have had, not to be envied or coveted by any man or set of men whatever.

We have elsewhere recommended the establishing of a permanent High School, instead of the higher Grammar School in the town district, and that for all the town, strictly on a qualification basis. It will be apparent, that, should the districts be abolished, all the property in school-houses becoming the property of the town, and the town becoming responsible for the furnishing of suitable accommodations for all its schools, in every locality required, every scholar, from whatever part, who is prepared according to the basis of qualifications to be fixed, will be entitled to the same privileges as any other to the best education the town affords, and can enter the town High School on an equal footing, with equal rights to the school-room, and the instructions given therein. And here permit us to take occasion to say, that, whether the districts in this town be abolished or not, we believe the time has fully come for the establishing of such a school, and that for the following reasons:—

1. The Higher Grammar School in the town district, based, as it has been, partly on the age of the scholars, although it has attained the desired object in part, has not fully answered the expectations of the people.

2. Such a school, on the conditions and basis already suggested, would have a tendency to carry out, so far as its influence could be brought to bear, the principles of equality; giving, as it would, to all the same privileges, at the same time that it places advancement to those privileges strictly on the ground of merit.

3. It would give us a seminary at home, at which young persons might obtain all the education to be had short of a college.

4. It would enable us to keep in our own community the many hundreds of dollars which are now annually expended for the education of scholars abroad.

5. The expense of all the schools in the town, allowing a well-salaried

teacher for this, need not be much, if any, enhanced beyond the amount now actually needed for their support.

6. We cannot but believe that the sentiment of this community, generally, is ripe for the adoption of the measure—the establishing of a proper High School. At the same time we would repeat what we have already, perhaps, suggested, viz.: that in our opinion, this can be the most properly and effectually done by the abolishing of the districts.

*School Supervision.*—The subject of “the general superintendence” of the Public Schools is one of such vital importance to the success of the system, that your committee crave to be indulged in submitting a few remarks upon it. With reference to this matter, all would urge that the duties should be faithfully and efficiently performed. The only question is, by what method it may be the most effectually done. The choice, in the case, lies between the old and more commonly practised mode—that by a committee of several persons, chosen for the purpose—and that by the agency of a single superintendent. Whatever arrangement may be entered into with regard to the duties in general of school supervision, it is evident that for certain specified purposes, required by law to be provided for, School Committees, as such, cannot be dispensed with. Nor is it sought to dispense with them where the last-named method is wished. But that the general routine of duties ordinarily devolving upon several men, and divided among them, can be better concentrated in one individual, either a member of the Board, or some other person selected and appointed by them, and in either case responsible for faithfulness to the committee, is what is believed and advocated by many; and the method is now successfully adopted by quite a number of the principal towns and cities of this State, as well as elsewhere. The testimony in its favor, from places where it has been tried, so far as known, is unanimous.

Without doubt the several School Committees now have the power to appoint such a general superintendent, and have done so in many places. But it is always the more desirable course for the town to signify, in some way, their wish for, or assent to, the adoption of such a method. Some of the principal reasons for its adoption are the following:—

1. Where one individual has the care of all the schools in a town or city, he usually receives a compensation sufficient to make it an object for him to bestow his time and attention upon the duties involved, to a degree and in a manner which cannot reasonably be expected of persons where the work that can be performed by one man is divided between three, five, seven, or more, as the case may be, with very stinted pay, if indeed they have pay at all.

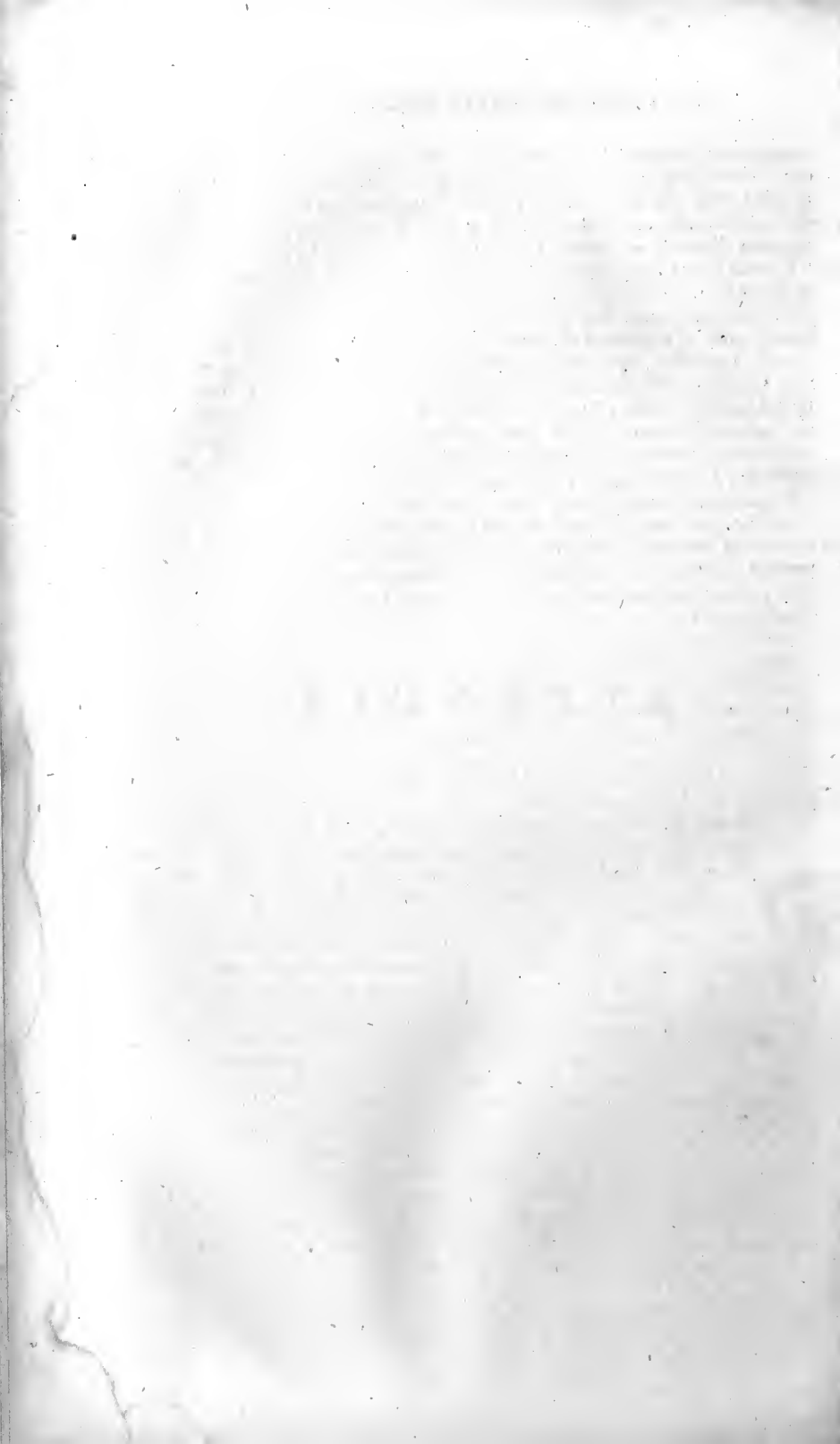
2. It is a fact so generally admitted as almost to have become a truism, that the concentration of powers and duties in wise and faithful hands, with suitable safeguards and guaranties for their due exercise, legitimately secures the greater degree of efficiency.

3. Where, as in the towns and smaller cities, the one man may make all the visits to the schools, taking notes of their individual standing and progress from time to time, from the beginning to the end of the term or year, he certainly can have more minute and exact data from which to ascertain the advancement made, than a School Committee ordinarily have, where one of their number visits at one time, and his associate at another. It may, perhaps, be replied, that in some of the towns and cities the

committees are accustomed to divide the labor, so that he who has the care of visiting a school has it for the year, and that thus the evil alluded to is avoided, at least in part. Be it so. This is indeed a good arrangement, so far as it goes. But it more often happens that there is no such division, and sometimes in this matter, as in other things, that "what is every body's business is nobody's," and little if any supervision at all is had.

4. Then, again, if one person has charge of all the schools, he has an opportunity to observe the excellences and defects of each; to compare one with another, and one teacher with another; to suppress the evils, and the less efficient modes of teaching and government in one school, by taking the scions of the better modes in others, and transferring them, and grafting them on the less fruitful stocks; thus studiously and industriously seeking to improve the whole, and advancing all the schools under his care as much as may be practicable.

Other considerations might be urged, but we deem it unnecessary to present them here. We are happy to add that some of our first educationists in the State, including, if we mistake not, both the late and the present Secretary of the Board of Education, have favored this method. We commend the subject to the careful consideration of our fellow-citizens.



# A P P E N D I X .





## APPENDIX.

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THE following pages present an Abstract of the Returns made by School Committees, for the school year 1853-4; also several Graduated Tables founded on the most important facts returned. The last annual returns, as also the returns for one or two years previous, were unusually full and complete. Probably no statistics derived from returns made to the State Department under authority of law, and embracing such a variety of facts, are more worthy of confidence, or present more just views of the matters reported.

The amount of school money raised by tax is a matter of public record and can be definitely ascertained in every case. That it is generally returned with entire accuracy is not to be doubted. This item alone is of sufficient value to compensate the labor and expense of procuring the school returns. It is more important than all the rest returned, from the conclusions drawn from it, while it is the most accurate. The sum raised by taxation, and the number of children between five and fifteen years of age, are the facts embraced in the certificate which is attested under oath by the committees, and are the principal basis of the Graduated Tables which follow the Abstract of Returns. These tables, therefore, especially the two first series, rest mainly on the surest data, while they exhibit the most instructive and useful aspects of our Common School System. That they are highly valued for the interesting results they present and for their salutary influence, is manifest from the reports of committees, and from the testimony of the most intelligent promoters of popular education in this and in other States.

These statistics also furnish data for other tables or other important conclusions which may hereafter be formed from various comparisons and processes of calculation. They are a repository of facts which may be used for obtaining useful results in future by those interested in such investigations.

The original returns just as they come from the hands of the committees are bound in one volume each year and preserved in the archives of the State. As a summary of the most essential facts pertaining to the public schools, and presenting a continuous and compendious school history of every town and city, they are of inestimable value. Their importance in coming years as sources of history cannot now be appreciated.

The returns are still defective in respect to private schools. The teachers of such schools often refuse to report the information desired, because their schools are private establishments, and not under the control of school committees. If registers are not kept, and correct reports are not furnished, the committees must return a mere estimate. The number of private schools and the amount of tuition paid in them are probably more correctly returned than the attendance. These schools are various as to character and length, and the attendance returned is generally the estimated average in all the schools, given in one amount without reference to the period they have been severally kept. A great majority of the schools returned as private are evidently those kept only for a short period after the public schools are closed, to provide means of instruction in addition to those of the Common School and not as a substitute for them. The number of children attending exclusively on private schools is a *very* small proportion of the children of the Commonwealth.

# ABSTRACT OF SCHOOL RETURNS.

## SUFFOLK COUNTY.

TOWNS.	Population—U. States Census, 1850.	Valuation—1850.	No. of Public Schools.		No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
												SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
												Males.	Females.	Males.	Females.			
Boston, .	136,881	\$213,310,067 00	218	22,119	22,500	18,867	18,554	1,756	615	24,204	59	346	57	347	347	980.07	1253.15	2234.02
Chelsea, .	6,701	3,475,161 00	17	1,290	1,274	1,134	1,119	115	54	1,493	2	25	2	25	25	85	85	170
North Chelsea,	935	801,944 00	2	122	124	104	107	4	6	125	1	1	1	1	1	11	11	22
Winthrop,* .	-	-	2	58	55	49	43	7	1	52	-	2	-	2	2	11	7.05	18.05
Totals,	144,517	217,587,172 00	239	23,589	23,953	20,154	19,823	1,882	676	25,874	62	374	60	375	375	4.11	5.13	10.04

\*New town. Population and Valuation included in North Chelsea.

## SUFFOLK COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board and fuel.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools that may be so appropriated or not.	Number of incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Boston, .	\$107 62	\$27 00	\$203,326 55	—	\$6,000 00	\$300 00	—	—	—	—	—	45 1465	\$97,000 00	\$5,745 85	City Treas.
Chelsea, .	110 00	23 98	9,000 00	—	—	—	—	—	—	—	—	2 55	550 00	342 23	Schools.
N. Chelsea, .	45 46	18 18	900 00	—	—	—	—	—	—	—	—	1 1	—	27 07	"
Winthrop, .	—	20 67	400 00	—	—	—	—	—	—	—	—	—	—	12 00	"
Totals, .	65 77	22 46	213,626 55	—	6,000 00	300 00	—	—	—	—	—	47 2520	97,550 00	6,127 15	

## ESSEX COUNTY.

TOWNS.	Population—U. States Census, 1850.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Sum'r.		In Winter.					SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
				In Sum'r.	In Winter.	Males.	Females.				Males.	Females.					
Amesbury,	3,143	\$1,020,425 00	16	601	571	449	451	66	72	562	2	12	10	4	53	49.15	102.15
Andover,	6,945	3,131,122 75	25	1,218	1,170	915	917	68	86	1,414	-	26	13	13	118.15	74	192.15
Beverly,	5,376	2,156,012 85	19	958	1,068	712	832	86	141	1,090	2	15	9	10	103	75	178
Boxford,	982	538,288 67	7	207	243	141	167	15	36	211	-	7	6	1	24.03	22.10	46.13
Bradford,	1,328	368,278 00	4	177	192	133	156	8	12	281	1	3	2	2	14	18	32
Danvers,	8,109	3,312,779 10	28	1,579	2,016	1,226	1,587	124	168	1,806	7	24	15	18	211	187	398
Essex,	1,585	633,895 20	10	61	374	47	337	35	53	300	-	2	6	3	8.14	40.03	48.17
Georgetown,	2,052	715,213 00	9	377	352	294	272	31	42	361	-	9	2	7	38.11	29.17	68.08
Gloucester,	7,786	2,369,251 95	29	1,762	1,737	1,297	1,339	101	196	1,753	2	33	13	25	154	157	311
Groveland,	1,286	397,079 00	5	227	254	167	168	24	48	275	-	5	4	1	19.10	16.06	35.16
Hamilton,	889	452,403 00	4	124	166	98	114	10	24	156	-	4	4	4	14.01	12.03	26.04
Haverhill,	5,877	2,243,497 00	25	1,194	1,242	981	1,027	32	141	1,389	5	23	15	12	102.05	104.05	206.10
Ipswich,	3,349	1,062,792 50	12	625	645	468	501	49	77	695	3	11	9	5	57.10	45.09	102.19
Lawrence,	8,282	6,003,716 20	28	1,791	1,681	1,188	1,182	123	80	1,869	3	27	3	31	140	140	280
Lynn,	14,257	4,148,989 40	35	2,976	3,056	2,095	2,157	335	175	2,864	9	36	9	36	183.15	210	393.15
Lynnfield,	1,723	345,356 00	3	175	172	123	112	6	16	216	-	3	-	3	13.10	10.10	24
Manchester,	1,638	499,507 50	8	330	314	265	238	29	24	373	1	7	1	7	41.03	41.03	82.06
Marblehead,	6,167	2,033,990 60	16	1,156	1,120	975	939	35	37	1,619	3	17	4	16	92	96	188
Methuen,	2,538	1,059,148 45	11	382	419	315	365	86	67	444	1	10	7	4	45.15	34.15	80.10
Middleton,	832	310,417 00	4	183	174	104	135	18	25	211	-	5	2	2	17.11	11.06	28.17
Nahant,*	-	-	1	50	53	33	37	4	7	41	1	1	1	1	5.15	5.15	11.10
Newbury,	4,426	663,155 30	7	183	218	135	173	8	30	270	1	6	4	4	27	25.15	52.15

Newburyport, .	9,572	5,390,069	55	27	1,728	1,804	1,391	1,450	-	212	2,248	7	31	8	30	174	174	348
Rockport, .	3,274	672,410	07	7	688	623	526	504	38	159	786	1	9	7	3	37.10	28.10	66
Rowley, .	1,075	456,089	37	5	187	147	125	103	34	14	201	-	5	2	1	21	10	31
Salem, .	20,264	13,654,738	70	40	3,325	3,174	3,148	2,909	169	82	4,280	8	62	8	62	230	230	460
Salisbury, .	3,100	1,023,861	83	13	633	260	484	189	56	38	698	3	10	3	3	82.08	26.06	108.14
Saugus, .	1,552	491,917	50	7	370	315	258	214	15	7	322	-	7	2	5	37.12	34.12	72.04
Swampscott,*	-	-		4	252	246	203	192	21	6	248	1	3	1	3	21.18	21.17	43.15
Topsfield, .	1,170	468,981	30	5	207	246	129	164	25	43	282	-	5	4	1	24.05	16.06	40.11
Wenham, .	977	354,409	00	5	145	223	96	165	19	28	216	-	4	3	2	17	17.18	34.18
W. Newbury, .	1,746	578,671	10	8	232	383	176	255	24	66	398	-	6	6	2	21.02	29.16	50.18
Totals, .	131,300	56,556,466	89	427	24,103	24,658	18,697	19,351	1,694	2,212	27,879	61	427	186	313	5.01	4.01	9.02

\* New town. Population and Valuation included in Lynn.

## ESSEX COUNTY—CONTINUED.

TOWNS.	Average Wages of Male Teachers, per month, including the value of board.	Average Wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board and fuel.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	Number of incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private School.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Amesbury,	\$29 70	\$13 62	\$2,000 00	-	\$102,900 00	-	-	-	4	\$947 00	4	134	\$947 00	\$126 86	Schools.
Andover, .	34 13	18 64	4,500 00	-	\$6,174 00	-	-	2	5	975 00	5	70	975 00	345 99	"
Beverly, .	41 00	15 00	4,500 00	-	-	-	-	-	6	1,715 00	6	140	1,715 00	277 04	"
Boxford, .	32 50	15 40	900 00	-	2,185 00	-	\$51 72	1	-	-	-	-	-	50 60	"
Bradford, .	44 00	12 00	741 00	-	-	-	600 00	1	120	4,800 00	1	30	-	63 32	"
Danvers, .	58 68	16 53	9,702 00	-	2,000 00	-	200 00	-	-	-	1	182	300 00	461 56	"
Essex, .	35 99	15 03	1,300 00	-	-	-	-	-	-	-	5	182	416 00	79 08	"
Georgetown, .	29 65	19 00	1,200 00	-	-	-	-	-	-	-	3	91	-	105 92	"
Gloucester, .	43 49	15 94	7,300 00	-	-	-	245 46	-	-	-	-	-	1,080 00	406 25	"
Groveland, .	32 08	14 58	786 25	-	-	-	-	1	30	200 00	-	-	-	65 43	"
Hamilton, .	30 92	12 97	600 00	-	-	-	-	-	-	-	-	-	-	39 07	"
Haverhill, .	38 91	20 15	5,500 00	\$65 00	-	-	521 17	-	-	-	1	20	75 00	302 45	"
Ipswich, .	32 24	13 47	2,401 00	-	5,806 50	335 00	-	-	-	-	1	100	2,000 00	162 41	"
Lawrence, .	82 99	20 83	11,000 00	-	-	-	-	-	-	-	1	40	800 00	390 71	Apparatus, Maps, &c.
Lynn, .	59 94	18 71	18,500 00	-	-	-	-	-	9	1,500 00	9	182	1,500 00	720 00	Schools.
Lynnfield, .	34 67	18 67	600 00	20 00	-	-	-	-	1	146 00	1	50	146 00	46 13	"
Manchester, .	43 18	15 97	1,600 00	-	-	-	-	-	1	800 00	1	50	800 00	92 27	"
Marblehead, .	49 42	14 19	6,000 00	-	-	-	-	1	240	1,800 00	9	240	1,800 00	377 76	Town Treas.
Methuen, .	33 00	14 90	1,800 00	-	-	-	-	-	1	300 00	1	25	300 00	114 15	Schools.
Middleton, .	35 50	16 50	630 00	-	-	-	-	-	2	55 00	2	53	55 00	42 61	Rec. by Lynn.
Nahant, .	43 48	-	700 00	-	-	-	-	-	-	-	-	-	-	-	Schools.
Newbury, .	32 65	13 45	1,200 00	-	18,000 00	800 00	-	1	36	400 00	-	-	-	63 31	Schools.



Newburyport, .	49 60	13 78	10,000 00	-	65,000 00	3,750 00	-	1	95	-	17	416	3,868 00	645 86	Schools.
Rockport, .	38 00	17 34	2,500 00	-	-	-	-	-	-	-	4	160	600 00	177 94	"
Rowley, .	33 33	16 56	700 00	-	-	-	-	-	-	-	2	30	35 00	42 13	"
Salem, .	80 00	16 60	20,057 00	-	4,000 00	-	200 00	-	-	-	33	747	10,402 00	976 78	"
Salisbury, .	29 83	13 92	2,000 00	-	-	-	-	-	-	-	6	198	330 00	163 59	"
Saugus, .	30 00	18 96	1,500 00	-	-	-	-	-	-	-	-	-	-	88 27	Town Expi's.
Swampscott, .	53 33	18 70	1,400 00	-	-	-	-	-	-	-	1	15	860 00	53 19	Schools.
Topsfield, .	30 75	11 83	700 00	-	-	-	-	-	-	-	1	25	500 00	56 02	"
Wenham, .	35 17	14 38	800 00	-	-	-	-	-	-	-	1	-	170 00	50 37	"
W. Newbury, .	33 22	15 57	1,150 00	32 00	-	-	-	-	-	-	3	96	130 00	96 03	"
Totals, .	40 98	15 41	124,767 25	117 00	199,891 50	11,381 73	1,618 35	7	616	10,900 00	118	3094	29,804 00	6,683 10	

## MIDDLESEX COUNTY.

TOWNS.	Population—U. States Census, 1850.	Valuation.—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Sum- r.	In Winter.	In Sum- r.	In Winter.				SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
											Males.	Females.	Males.	Females.			
Acton, . . .	1,605	\$541,225 00	9	295	399	220	335	33	86	353	1	6	6	3	21.11	27	48.11
Ashby, . . .	1,208	580,860 00	9	272	309	206	241	29	39	265	—	9	3	6	24.12	23.13	48.05
Ashland, . .	1,304	407,121 00	9	310	267	265	223	27	42	290	—	9	4	4	26.15	24.10	51.05
Bedford, . .	975	350,999 00	6	189	210	152	172	14	44	196	1	5	1	5	26.01	20.07	46.08
Billerica, . .	1,646	870,595 00	11	352	387	270	310	47	40	344	—	11	7	5	42.02	37.03	79.05
Boxborough, .	395	239,712 00	4	88	108	78	96	8	17	83	—	4	4	—	11	12	23
Brighton, . .	2,356	1,634,725 00	9	555	513	361	380	66	38	475	3	7	3	7	49.10	49.10	99
Burlington, .	545	287,868 00	5	84	83	41	52	9	11	97	—	3	—	2	10	7	17
Cambridge, .	15,215	10,608,787 70	38	3,666	3,712	2,731	2,710	—	263	3,343	10	51	10	52	214.02	214.02	428.04
Cambridge, .	632	323,524 00	5	116	134	91	101	19	36	126	—	5	4	1	16.06	13	29.06
Carlisle, . .	17,216	8,624,690 00	39	3,620	3,609	2,863	2,801	408	96	3,455	10	53	10	53	234	234	468
Charlestown, .	2,097	958,369 00	12	513	525	439	414	44	85	436	—	11	10	2	40	43.03	83.03
Chelmsford, .	2,249	1,262,303 20	11	407	425	345	296	59	103	343	1	10	4	7	55.17	47.10	103.07
Concord, . .	3,503	700,182 00	11	344	400	235	321	39	92	309	—	11	9	2	41.07	31.16	73.03
Dracont, . .	590	361,061 00	5	94	132	82	97	11	39	108	—	5	2	3	13.17	14.05	28.02
Dunstable, . .	4,252	1,910,613 00	16	705	753	574	608	71	115	773	2	15	2	15	76	76	152
Framingham, .	2,515	1,451,025 00	17	507	580	365	491	78	87	612	—	17	7	10	54.16	54.17	109.13
Groton, . . .	2,228	821,596 00	14	515	594	446	482	58	70	582	—	13	8	6	40.05	41.17	82.02
Holliston, . .	2,801	887,091 50	12	610	709	534	622	68	76	673	1	11	5	8	44.10	40.10	85
Hopkinton, .	1,893	1,170,428 00	8	370	371	267	302	8	28	385	2	6	5	3	47.16	29.05	77.01
Lexington, .	719	482,822 00	5	135	131	106	113	5	38	120	1	4	2	2	22.10	16.05	38.15
Lincoln, . .	987	471,879 00	7	151	197	123	164	21	44	164	—	7	4	3	23	22	45

Lowell, .	33,383	\$16,866,919	10	62	7,154	5,990	4,195	4,270	1,047	582	5,889	18	83	18	83	11	341	341	341	682
Malden, .	3,520	1,731,662	40	13	683	680	580	552	44	56	726	3	11	3	11	7	55.10	61.15	117.05	
Marlborough, .	2,941	1,172,267	00	16	569	737	457	571	50	173	709	1	12	9	9	7	36	48.10	84.10	
Medford, .	3,749	2,409,333	00	12	824	824	694	694	—	36	871	4	11	4	11	69	69	69	138	
Melrose, .	1,260	505,098	00	6	357	375	321	341	45	20	332	1	6	1	6	22.10	22.10	37	59.10	
Natick, .	2,744	916,210	00	13	596	618	472	476	52	75	591	1	13	7	7	67.10	42.10	110	110	
Newton, .	5,258	3,157,340	00	19	1,012	1,030	829	841	31	96	1,015	6	15	7	17	99.15	98.15	198.10	198.10	
N. Reading, *	—	—	00	5	230	220	148	148	21	18	215	—	5	1	4	20	14	34	34	
Pepperell, .	1,754	740,823	80	9	301	378	243	311	27	63	333	—	9	6	3	28.05	22.12	50.17	50.17	
Reading, .	3,108	1,071,042	00	8	417	452	314	355	33	44	415	1	9	3	8	42.18	26.03	69.01	69.01	
Sherborn, .	1,043	516,983	00	7	181	263	147	160	18	27	215	—	6	5	2	22	19.07	41.07	41.07	
Shirley, .	1,158	569,910	00	8	227	280	175	211	22	31	280	—	8	6	2	27.10	27.05	54.15	54.15	
Somerville, .	3,540	2,102,631	00	13	931	936	648	672	88	67	882	5	13	5	14	65	78	143	143	
S. Reading, .	2,407	755,019	00	10	531	480	405	395	45	61	492	1	9	2	9	62.18	27	89.18	89.18	
Stoneham, .	2,085	481,862	00	10	510	53	322	37	32	52	436	—	10	1	—	64.13	4.18	69.11	69.11	
Stowe, .	1,455	623,390	00	7	343	319	264	230	29	63	282	1	6	2	5	24.10	24.16	49.06	49.06	
Sudbury, .	1,578	915,867	00	5	285	376	199	294	46	72	338	—	5	5	—	19.10	16	35.10	35.10	
Tewksbury, .	1,042	616,308	00	7	216	237	139	173	26	36	230	—	7	3	4	26.16	25.10	52.06	52.06	
Townsend, .	1,947	855,970	00	13	440	518	358	431	66	90	425	—	13	7	6	31.10	31.15	63.05	63.05	
Tyngsborough, .	799	492,830	00	7	165	205	119	143	14	40	205	—	7	3	4	20.16	20.17	41.13	41.13	
Waltham, .	4,464	2,778,446	50	16	862	862	701	688	82	80	889	2	16	4	14	86	83.10	169.10	169.10	
Watertown, .	2,837	2,351,583	20	9	580	637	446	468	36	33	604	3	8	4	8	44	49.18	93.18	93.18	
Wayland, .	1,115	479,084	00	7	225	244	182	199	32	27	223	—	7	5	2	20.14	18.01	38.15	38.15	
W. Cambridge, .	2,202	1,671,644	10	7	383	371	290	306	21	24	345	3	6	3	6	35	35	70	70	
Westford, .	1,473	814,078	00	11	255	318	180	247	35	53	320	—	10	8	3	34.11	29.19	64.10	64.10	
Weston, .	1,205	708,876	00	6	136	172	108	140	18	36	216	—	6	6	—	22	20.04	42.04	42.04	
Wilmington, .	874	399,643	00	5	164	171	120	130	29	38	227	—	5	4	1	18	13.05	31.05	31.05	
Winchester, .	1,353	649,346	00	8	336	314	259	228	32	44	268	1	7	3	5	53.10	25.15	79.05	79.05	
Woburn, .	3,956	1,962,577	00	14	887	834	588	555	84	89	924	2	14	3	13	62.15	62.02	124.17	124.17	
Totals, .	161,383	83,264,719	50	595	33,698	33,442	24,697	25,597	3,227	3,615	32,429	84	610	248	454	4.09	4.03	8.12	8.12	

\* Newly incorporated. Population and Valuation included in Reading.

## MIDDLESEX COUNTY—CONTINUED.

[illegible]

	81 11	24 63	45,000 00	-	-	-	-	-	-	-	-	-	2	-	-	1,342 79	Schools.
Lovell, .	60 57	22 66	4,300 00	-	-	-	-	-	-	-	-	-	-	-	-	175 34	"
Malden, .	44 90	17 68	2,920 00	-	2,440 00	146 40	-	-	-	-	-	-	-	-	-	167 58	"
Marlborough, .	55 81	17 35	4,800 00	-	-	-	-	-	-	-	-	-	6	125	2,000 00	186 89	Town Treas.
Medford, .	57 81	17 31	1,813 64	-	-	-	-	-	-	-	-	-	-	-	-	70 38	Schools.
Melrose, .	44 10	17 48	3,300 00	-	-	-	-	-	-	-	-	-	-	-	-	134 16	"
Natick, .	56 70	21 43	7,000 00	50 00	-	-	-	-	-	-	-	-	4	135	4,500 00	252 32	"
Newton, .	32 00	18 50	900 00	-	-	-	-	-	-	-	-	-	-	-	-	48 41	"
N. Reading, .	32 16	15 67	1,000 00	30 00	-	-	-	-	-	-	-	-	2	66	725 00	64 96	"
Pepperell, .	43 49	19 20	2,000 00	-	-	-	-	-	-	-	-	-	1	20	200 00	96 82	"
Reading, .	38 61	15 60	1,025 00	-	-	-	-	-	-	-	-	-	-	-	-	51 07	"
Sherborn, .	30 00	15 28	1,200 00	-	-	-	-	-	-	-	-	-	1	42	150 00	53 19	"
Shirley, .	64 00	20 33	7,185 00	-	-	-	-	-	-	-	-	-	3	36	450 00	179 11	"
Somerville, .	45 00	18 20	2,500 00	-	-	-	-	-	-	-	-	-	1	45	1,800 00	105 22	"
S. Reading, .	50 00	17 11	1,400 00	-	-	-	-	-	-	-	-	-	-	-	-	91 32	"
Stonham, .	37 00	17 63	1,100 00	-	-	-	-	-	-	-	-	-	-	-	-	65 43	"
Stowe, .	37 93	14 20	880 00	1 50	433 33	26 00	-	-	-	-	-	-	1	20	130 00	77 67	"
Sudbury, .	32 52	16 79	1,000 00	28 00	-	-	-	-	-	-	-	-	-	-	-	52 96	"
Tewksbury, .	31 77	16 09	1,200 00	70 83	-	-	-	-	-	-	-	-	8	120	238 25	100 74	"
Townsend, .	26 00	14 27	742 00	-	2,222 20	111 11	-	-	-	-	-	-	1	16	32 00	44 96	"
Tyngsborough, .	61 69	18 61	5,800 00	-	-	-	-	-	-	-	-	-	3	80	1,800 00	206 18	"
Waltham, .	64 77	21 02	3,800 00	-	-	-	-	-	-	-	-	-	-	-	-	131 57	"
Watertown, .	33 60	20 00	900 00	-	200 00	12 00	-	-	-	-	-	-	-	-	-	50 37	"
Wayland, .	58 00	16 00	2,500 00	50 00	5,484 00	329 04	-	-	-	-	-	-	2	40	11 00	84 73	"
W. Cambridge, .	28 64	12 65	1,200 00	-	-	-	-	-	-	-	-	-	-	-	-	72 25	"
Westford, .	34 11	15 72	1,100 00	-	-	-	-	-	-	-	-	-	-	-	-	52 95	"
Weston, .	29 01	12 41	625 00	-	-	-	-	-	-	-	-	-	-	-	-	37 42	"
Wilmington, .	58 58	19 14	2,500 00	25 00	-	-	-	-	-	-	-	-	-	-	-	59 55	"
Winchester, .	65 28	22 52	4,174 33	52 66	-	-	-	-	-	-	-	-	4	61	411 75	197 71	"
Woburn, .																	
Totals, .	44 08	17 43	196,472 44	868 79	67,909 73	1,673 59	92 63	11	714	13783 47	77	1523	24,148 00	6,686 39			

## WORCESTER COUNTY.

TOWNS.	Population—U. States Census, 1850.	Valuation—1850.	No. of Public Schools.		No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.			
												SUMMER.		WINTER.		SUMMER.		WINTER.	
			In Sum'r.	In Winter.	In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.	Mos.	Days	Mos.	Days
Asburnham, .	1,875	\$681,420 00	14	410	536	355	430	46	119	457	457	14	10	4	36.09	35.16	72.05	35.16	72.05
Athol, .	2,034	639,384 00	16	367	550	287	396	44	105	410	410	13	6	10	38	45.17	83.17	45.17	83.17
Auburn, .	879	399,896 00	7	164	224	116	173	29	36	190	190	7	2	5	20.17	17.16	38.13	17.16	38.13
Barre, .	2,976	1,430,964 00	20	571	757	458	640	71	119	572	572	18	9	12	57.11	63.06	120.17	63.06	120.17
Berlin, .	866	276,330 00	5	148	208	112	157	13	36	190	190	5	3	2	14	15	29	15	29
Blackstone, .	4,391	1,705,166 00	16	751	755	526	554	91	26	889	889	11	4	11	55.11	59.08	114.19	59.08	114.19
Bolton, .	1,263	525,254 00	9	253	301	209	208	21	89	253	253	1	8	7	29	35.16	64.16	35.16	64.16
Boylston, .	918	450,982 00	6	175	236	155	197	22	44	222	222	6	3	3	19.05	17.04	36.09	17.04	36.09
Brookfield, .	1,674	632,064 00	9	244	285	195	243	30	49	338	338	8	4	5	26.07	26.14	53.01	26.14	53.01
Charlton, .	2,015	942,701 00	13	367	504	290	397	43	102	405	405	13	10	3	35.11	36.17	72.08	36.17	72.08
Clinton, .	3,113	909,148 00	7	513	488	321	294	17	32	555	555	2	5	5	36	36	72	36	72
Dana, .	842	211,123 00	6	169	211	127	173	27	33	181	181	6	2	4	19.10	18.10	38	18.10	38
Douglas, .	1,878	678,709 00	10	410	420	308	295	75	54	386	386	10	7	2	37.11	28.08	65.19	28.08	65.19
Dudley, .	1,443	651,391 00	7	219	326	164	256	28	37	299	299	7	5	2	26.06	25.10	51.16	25.10	51.16
Fitchburg, .	5,120	2,039,864 60	22	1,098	1,003	744	801	89	236	1,006	1,006	21	9	14	105.11	68.16	174.07	68.16	174.07
Gardner, .	1,533	558,389 60	8	340	489	283	393	22	80	410	410	8	5	5	19	69.15	135.07	65.12	135.07
Grafton, .	3,904	1,356,063 00	19	743	881	607	741	94	99	747	747	17	9	9	36.10	38	74.10	36.10	74.10
Hardwick, .	1,631	829,396 00	12	277	367	227	294	40	75	275	275	12	6	6	31	32	63	31	63
Harvard, .	1,630	747,354 50	10	270	325	217	245	32	83	289	289	10	8	2	31	37	68	31	68
Holden, .	1,933	781,832 00	13	371	511	311	432	39	91	464	464	12	6	7	32.16	36.05	69.01	36.05	69.01
Hubbardston, .	1,825	643,503 00	15	452	482	374	394	35	110	457	457	14	6	9	32.16	36.05	73.05	32.16	73.05
Lancaster, .	1,688	674,224 00	11	297	359	232	294	31	53	352	352	11	8	3	41	40.05	81.05	32.05	40.05
Leicester, .	2,269	1,219,330 00	13	460	500	339	384	55	29	528	528	13	5	8	41	40.05	81.05	40.05	81.05
Leominster, .	3,121	1,244,051 10	15	674	856	530	672	55	173	581	581	14	5	10	46.10	47.15	94.05	46.10	94.05

Lanenburg, . . .	1,249	636,547	00	9	222	290	168	244	19	71	255	—	9	—	1	23.03	26.10	49.13
Mendon, . . .	1,300	668,839	60	8	250	285	200	218	48	48	275	1	8	5	3	21.09	21.12	43.01
Milford, . . .	4,819	1,144,721	00	15	953	1,065	668	801	94	127	1,203	2	15	6	14	58.14	65	123.14
Millbury, . . .	3,081	985,030	00	11	531	563	371	342	28	114	550	1	11	4	6	40.07	30.07	70.14
New Braintree, . . .	852	554,624	00	8	164	198	134	161	18	33	175	6	6	6	2	20	16.16	37.16
Northborough, . . .	1,535	625,596	00	6	216	289	170	223	10	35	264	—	6	5	2	19.10	20.17	40.07
Northbridge, . . .	2,230	627,979	70	9	372	413	285	329	48	60	458	1	8	6	4	27.18	27.04	55.02
N. Brookfield, . . .	1,939	651,332	00	13	476	577	361	470	68	72	449	—	13	6	8	37	37.06	74.06
Oakham, . . .	1,137	413,351	00	8	219	295	181	257	32	50	213	—	8	4	4	20.18	18.06	39.04
Oxford, . . .	2,380	955,645	00	10	464	487	320	358	51	41	608	2	10	9	2	37.05	32.10	69.15
Paxton, . . .	820	298,714	00	6	143	192	119	166	12	30	160	—	5	2	4	15	17.18	32.18
Petersham, . . .	1,527	792,077	00	14	309	387	239	312	31	92	323	—	14	6	9	36	39.08	75.08
Phillipston, . . .	809	383,141	00	7	165	225	129	189	20	59	171	—	7	5	2	17.16	16.05	34.01
Princeton, . . .	1,318	631,911	00	10	268	339	229	291	36	40	276	—	10	8	2	23.08	27.08	50.16
Royalston, . . .	1,546	751,008	00	14	323	402	270	340	42	72	313	—	13	5	9	32.16	38.05	71.01
Rutland, . . .	1,223	513,447	00	10	251	305	201	251	35	54	282	—	10	4	6	22.10	27	49.10
Shrewsbury, . . .	1,596	788,836	00	9	279	312	215	250	24	64	270	—	7	5	4	21.10	25.08	46.18
Southborough, . . .	1,347	598,407	60	7	249	285	184	214	23	30	321	—	7	7	—	20.15	17.10	38.05
Southbridge, . . .	2,824	1,131,073	00	12	516	545	358	410	56	85	628	—	12	6	8	42.13	37.02	79.15
Spencer, . . .	2,244	828,611	00	12	474	525	360	438	63	68	553	—	12	6	6	34	32.10	66.10
Sterling, . . .	1,805	801,310	00	12	326	464	263	377	25	102	390	—	12	7	5	33.05	38.05	71.10
Sturbridge, . . .	2,119	846,330	00	15	392	494	313	401	37	73	536	1	13	7	8	42.07	45.11	87.18
Sutton, . . .	2,595	977,822	00	14	432	545	330	394	56	85	496	—	14	5	9	38	43	81
Templeton, . . .	2,173	877,725	00	11	472	502	400	409	42	99	501	—	12	6	6	32.05	31.10	63.15
Upton, . . .	2,023	601,308	00	12	366	407	292	328	21	45	356	—	12	7	5	28.10	31.05	59.15
Uxbridge, . . .	2,457	1,129,366	50	13	433	536	308	386	55	65	762	—	10	4	9	36.15	40	76.15
Warren, . . .	1,777	686,931	00	11	275	341	207	274	19	51	323	—	10	3	8	35	34	69
Webster, . . .	2,371	801,934	00	9	413	435	308	318	26	14	611	2	7	3	6	47.14	42	89.14
Westborough, . . .	2,371	768,499	50	12	460	517	365	458	47	95	476	—	12	2	10	29	32.16	61.16
W. Boylston, . . .	1,749	531,117	00	8	331	355	272	283	55	54	364	—	8	5	3	23.05	20.18	44.03
W. Brookfield, . . .	1,344	528,764	00	7	304	243	230	184	30	57	287	—	7	4	3	22	19	41
Westminster, . . .	1,914	732,784	00	13	352	400	271	321	40	58	448	—	13	7	7	40.19	39.09	80.08
Winchendon, . . .	2,445	918,365	00	11	372	491	322	379	38	86	435	—	11	7	3	32.05	33	65.05
Worcester, . . .	17,049	11,085,506	70	35	3,005	2,943	1,853	1,989	250	269	3,312	4	54	9	51	187.07	176.04	363.11
Totals, . . .	130,789	55,497,794	00	664	24,510	28,226	18,373	21,828	2,548	4,308	27,500	25	649	322	374	3.03	3.03	6.06





SCHOOL RETURNS—1853-4.

xxiii

School.	64	97
Lunenburg,	64	97
Mendon,	67	79
Milford,	217	74
Millbury,	129	46
New Braintree,	39	08
Northborough,	72	50
Northbridge,	95	35
N. Brookfield,	104	98
Oakham,	56	03
Oxford,	132	53
Paxton,	39	08
Petersham,	78	15
Phillipston,	41	20
Princeton,	73	69
Royalston,	76	27
Rutland,	65	63
Shrewsbury,	62	86
Southborough,	73	92
Southbridge,	145	47
Spencer,	118	17
Sterling,	96	98
Sturbridge,	127	12
Sutton,	110	87
Templeton,	105	22
Upton,	104	27
Uxbridge,	132	99
Warren,	84	50
Webster,	125	70
Westborough,	101	22
W. Boylston,	65	92
W. Brookfield,	72	50
Westminster,	103	33
Winchendon,	110	87
Worcester,	756	73
Totals,	6,351	80

## HAMPSHIRE COUNTY.

TOWNS.	Population—U. States Census, 1850.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Sum. r.	In Winter.	In Sum. r.	In Winter.				SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
											Males.	Females.	Males.	Females.			
Amberst, .	3,057	\$1,187,267 00	14	602	634	476	523	41	86	626	3	14	6	10	56.15	45	101.15
Belchertown, .	2,680	830,356 00	19	469	642	353	499	37	105	606	1	17	13	7	52.05	53.10	105.15
Chesterfield, .	1,014	384,115 00	10	183	240	137	185	21	48	230	—	9	6	4	32.17	30.11	63.08
Cummington, .	1,172	375,196 00	10	214	259	164	213	17	58	240	—	10	7	3	34.11	31.09	66
Easthampton, .	1,342	434,564 00	12	145	150	106	133	12	10	245	—	6	2	4	22	23	45
Enfield, .	1,036	450,684 00	8	194	242	159	193	24	29	241	—	8	4	4	23.18	24.12	48.10
Goshen, .	512	178,995 00	5	118	121	92	94	14	16	104	—	5	1	4	15.11	14.05	29.16
Granby, .	1,104	395,537 00	8	146	211	118	175	12	26	194	—	7	4	4	22.16	24.05	47.01
Greenwich, .	838	228,570 00	7	157	210	121	171	14	42	172	—	7	5	2	18.16	18.16	37.12
Hadley, .	1,986	904,424 00	14	357	476	283	395	43	53	421	1	11	7	10	41.12	49.13	91.05
Hatfield, .	1,073	706,290 00	8	181	219	136	171	24	49	196	—	6	2	6	21.13	24	45.13
Middlefield, .	737	299,904 00	11	145	148	114	124	16	20	149	—	11	5	4	38	30.06	68.06
Northampton, .	5,278	2,504,144 00	24	898	891	708	765	39	90	1,129	2	24	4	22	98.07	99	197.07
Norwich, .	756	241,678 00	10	233	279	184	231	19	47	222	—	10	2	7	31.14	22.10	54.04
Pelham, .	983	214,606 00	8	204	240	162	197	17	45	162	—	8	2	6	19	18.17	37.17
Plainfield, .	814	286,006 00	10	192	208	137	153	13	51	162	—	10	5	5	29	32.15	61.15
Prescott, .	737	253,561 00	5	112	182	91	139	13	35	177	—	4	4	1	12.11	15	27.11
South Hadley, .	2,495	663,482 00	10	359	397	260	315	36	58	390	—	11	3	8	44	36.11	80.11
Southampton, .	1,060	377,282 00	8	181	213	127	161	15	17	238	—	6	3	5	22.06	26.12	48.18
Ware, .	3,785	1,108,228 00	18	608	612	479	486	52	38	681	2	15	8	8	35.12	32.06	67.18
Westhampton, .	602	215,719 00	7	124	124	92	101	21	17	128	—	7	2	4	27	21	48
Williamsburg, .	1,537	647,359 00	11	288	294	231	232	20	9	337	—	11	3	7	37.14	29.19	67.13
Worthington, .	1,134	443,273 00	11	262	298	190	223	27	49	271	—	11	10	1	44	33	77
Totals, .	35,732	13,331,240 00	248	6,372	7,290	4,920	5,879	547	998	7,321	9	228	108	136	3.03	2.19	6.02

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board and fuel.	Amount of board, fuel, etc., voluntarily contributed for public Schools.	Am't of School Funds, the income of which can be appropriated of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	Number of incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Amherst, .	\$45 10	\$15 38	\$2,500 00	—	—	—	—	1	40	\$720 00	1	20	\$400 00	\$153 00	Schools.
Belchertown, .	23 00	14 00	1,600 00	\$276 00	—	—	—	1	—	—	2	25	82 00	145 23	"
Chesterfield, .	23 00	12 58	500 00	403 37	\$607 00	\$36 42	—	—	—	—	—	—	—	60 74	"
Cummington, .	25 00	14 00	600 00	550 00	—	—	\$150 00	1	210	3,650 00	3	50	695 00	65 44	Not returned.
Easthampton, .	21 00	20 90	700 00	275 00	—	—	—	—	—	—	5	125	130 00	55 56	Schools.
Enfield, .	24 78	13 08	700 00	—	—	—	—	—	—	—	1	—	—	51 79	"
Goshen, .	23 00	15 54	350 00	131 66	—	—	—	—	—	—	1	30	120 00	26 84	"
Granby, .	23 66	12 80	850 00	20 00	—	—	—	—	—	—	1	—	—	50 85	"
Greenwich, .	22 54	12 86	600 00	40 50	—	—	—	—	—	—	—	—	—	42 38	"
Hadley, .	34 18	15 40	2,100 00	53 00	16,000 00	600 00	—	1	—	275 00	2	8	40 00	99 81	"
Hatfield, .	28 00	15 00	1,000 00	—	—	—	90 00	—	—	—	—	—	—	48 03	"
Middlefield, .	20 14	13 80	500 00	472 00	—	—	—	—	—	—	4	86	2,600 00	265 75	"
Northampton, .	45 35	19 34	5,000 00	50 00	2,906 87	176 16	—	—	—	—	3	80	30 00	38 62	"
Norwich, .	18 50	14 04	400 00	328 00	—	—	—	—	—	—	3	57	69 00	—	—
Pelham, .	25 25	12 60	500 00	36 25	—	—	—	—	—	—	1	25	85 00	35 09	Schools.
Plainfield, .	21 26	11 13	600 00	181 00	—	—	—	—	—	—	1	20	50 00	37 90	"
Prescott, .	27 25	12 80	350 00	155 00	—	—	—	—	—	—	1	10	125 00	100 22	"
South Hadley, .	30 26	16 92	1,700 00	84 00	—	—	105 58	1	275	16500 00	1	—	—	57 43	"
Southampton, .	22 70	13 51	500 00	—	—	—	—	1	40	338 00	3	55	321 00	139 34	"
Ware, .	37 48	16 32	2,700 00	—	—	—	—	—	—	—	—	—	—	32 96	"
Westhampton, .	20 00	10 11	450 00	245 00	—	—	—	—	—	—	2	30	250 00	78 86	"
Williamsburg, .	21 00	15 70	1,000 00	108 00	—	—	—	—	—	—	—	—	—	64 49	"
Worthington, .	23 30	15 75	500 00	678 41	1,848 67	110 92	146 98	—	—	—	—	—	—	—	"
Totals, .	26 33	14 50	25,700 00	4087 19	21,362 54	923 50	492 56	5	565	21483 00	32	621	4,997 00	1,692 48	

## HAMPDEN COUNTY.

TOWNS.	Population—U. States Census, 1850.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		Total. Mos. Days.
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	
											Males.	Females.	Males.	Females.			
Blandford,	1,418	\$516,896 00	15	396	374	239	281	23	72	314	15	8	6	51.05	48.02	99.07	
Brimfield,	1,420	672,008 00	10	213	280	175	222	28	67	256	10	4	6	31	32.05	63.05	
Chester, .	1,521	423,265 00	16	256	345	219	272	17	36	305	11	5	9	42.10	42.10	85	
Chicopee,	8,291	3,442,597 00	22	1,434	1,418	882	985	68	136	1,388	4	27	24	109.10	113.15	223.05	
Granville,	1,305	384,110 00	9	217	255	165	210	37	21	284	9	5	5	38	27	65	
Holland, .	449	141,897 00	4	79	91	59	74	7	12	73	4	2	2	11.05	10.07	21.12	
Holyoke, .	3,245	1,812,854 00	17	629	620	461	481	23	43	650	14	4	13	82.12	72.12	155.04	
Longmeadow,	1,252	845,966 00	11	193	280	150	196	23	37	249	8	6	6	33	39.07	72.07	
Ludlow, .	1,186	459,837 00	10	215	284	160	229	20	21	273	9	3	7	33.11	30	63.11	
Monson, .	2,831	916,185 60	17	422	504	312	408	66	47	507	16	10	7	57.11	57	114.11	
Montgomery,	393	159,691 00	5	84	64	61	52	6	8	99	4	1	3	18	12.12	30.12	
Palmer, .	3,974	1,208,435 67	18	602	677	428	473	73	122	818	17	8	10	62.09	66.13	129.02	
Russell, .	521	167,528 00	7	117	120	80	83	13	5	111	6	1	6	22	17	39	
Southwick,*	1,120	525,318 00	10	287	341	217	235	13	70	242	1	9	5	45.05	42.15	88	
Springfield,	11,766	6,375,453 50	33	2,145	2,401	1,560	1,724	55	210	2,253	6	40	12	39	156.05	153.05	309.10
Tolland, .	594	202,555 00	8	90	110	75	78	17	4	118	8	2	4	29.11	20.11	50.02	
Wales, .	711	217,938 00	6	114	168	81	124	13	30	136	4	3	3	12.02	19.05	31.07	
Westfield,	4,180	1,563,758 00	23	810	865	604	632	52	47	950	22	4	18	111.05	77	188.05	
W. Springfield,	2,979	1,661,640 50	19	436	574	327	501	44	47	708	18	8	12	75	70	145	
Wilbraham, .	2,127	923,287 50	13	378	449	287	351	35	37	496	15	5	8	51	48	99	
Totals, .	51,283	22,621,220 77	273	9,117	10,220	6,542	7,611	633	1,072	10,230	15	266	193	3.19	3.13	7.12	

\* No returns. Abstract taken from last returns.

## HAMPDEN COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board and fuel.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	Number of incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Blandford,	\$24 35	\$13 00	\$600 00	\$668 59	\$2,800 00	\$114 00	\$194 16	—	—	—	—	—	—	\$80 50	Schools.
Brimfield,	19 83	13 81	1,100 00	58 00	—	—	—	—	—	—	—	—	—	64 02	"
Chester,	25 83	13 04	800 00	582 75	600 00	36 00	—	—	—	—	—	—	—	73 91	"
Chicopee,	43 60	16 32	7,553 87	—	—	—	600 00	—	—	—	—	—	—	350 23	"
Granville,	21 60	12 34	500 00	536 00	—	—	175 00	—	—	—	—	—	—	76 49	"
Holland,	16 47	12 11	200 00	65 40	222 22	13 33	—	—	—	—	—	—	—	17 89	"
Holyoke,	48 97	14 04	3,200 00	500 00	—	—	—	—	—	—	—	—	—	130 64	"
Longmeadow,	27 00	11 35	1,400 00	—	1,131 00	67 86	—	—	—	—	—	—	—	58 84	"
Ludlow,	24 50	15 25	800 00	319 51	—	—	—	—	—	—	—	—	—	56 49	"
Monson,	27 08	13 44	1,600 00	514 04	—	—	—	—	—	—	—	—	—	131 34	"
Montgomery,	20 00	16 00	300 00	156 00	—	—	—	—	—	—	—	—	—	19 77	Not returned.
Palmer,	33 00	15 00	2,525 00	107 50	500 00	30 00	19 50	—	—	—	—	—	—	191 82	Schools.
Russell,	16 00	14 00	300 00	214 00	—	—	—	—	—	—	—	—	—	24 72	"
Southwick,*	25 67	11 77	—	409 00	15,618 01	937 08	—	—	—	—	—	—	—	—	—
Springfield,	56 34	18 83	12,000 00	—	—	—	874 82	—	—	—	—	—	—	514 99	Schools.
Tolland,	19 00	12 00	250 00	—	—	—	71 00	—	—	—	—	—	—	22 37	"
Wales,	19 66	11 14	400 00	38 50	—	—	—	—	—	—	—	—	—	32 00	"
Westfield,	24 66	17 09	3,000 00	377 00	—	—	—	—	—	—	—	—	—	208 54	"
W. Springfield,	28 38	15 23	1,800 00	683 75	14,000 00	834 00	—	—	—	—	—	—	—	170 63	"
Wilbraham,	25 86	16 55	1,300 00	700 00	954 00	57 24	133 01	—	—	—	—	—	—	103 09	"
Totals,	27 39	14 12	39,628 87	5930 04	35,825 23	2,089 51	2,067 49	3	468	8,651 05	23	602	2,037 00	2,338 28	

\* No returns. Abstract taken from last returns.

## FRANKLIN COUNTY.

TOWNS.	Population—U. States Census, 1850.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Winter.		In Sum'r.					SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.			
Ashfield, .	1,394	\$525,901 00	14	274	348	211	286	33	83	353	—	13	7	42.10	43.15	86.05	
Barnardston, .	937	375,366 00	6	206	238	152	192	23	32	236	—	6	3	24.06	19.06	43.12	
Buckland, .	1,056	227,773 00	11	389	367	197	265	41	61	310	—	10	5	36.06	40.10	76.16	
Charlemont, .	1,173	361,311 00	10	212	275	148	213	14	48	266	—	9	1	25.11	27.18	53.09	
Coleraine, .	1,785	642,893 00	18	388	488	300	397	62	92	437	—	18	8	58.05	48.17	107.02	
Conway, .	1,831	679,492 00	18	333	409	258	311	32	56	406	—	16	4	49.05	50.11	99.16	
Deerfield, .	2,421	1,009,306 00	18	425	467	312	371	48	53	506	—	16	3	59.05	62.11	121.16	
Erving, .	449	154,821 00	5	85	117	51	79	5	10	101	—	4	—	13	15	28	
Gill, .	754	293,207 00	6	149	175	122	142	7	20	163	—	6	2	21.06	19.12	40.18	
Greenfield, .	2,580	1,072,889 00	11	487	500	339	409	8	46	563	1	11	4	40.17	37	77.17	
Hawley, .	881	273,212 00	11	199	221	157	189	15	44	206	—	11	7	29.11	26.16	56.07	
Heath, .	803	263,640 00	9	170	210	135	174	19	41	188	—	9	7	29.06	26.11	55.17	
Leverett, .	948	266,704 00	8	204	251	169	208	25	51	214	—	8	2	21.06	20.05	41.11	
Leyden,*	716	199,268 00	5	160	178	138	151	12	44	150	—	5	4	18.13	15.13	34.06	
Montroe, .	254	60,538 00	4	51	62	42	46	9	7	54	—	3	2	7.11	8	15.11	
Montague, .	1,518	447,222 00	14	305	381	239	305	30	52	356	—	13	6	41.15	39.15	81.10	
New Salem, .	1,253	410,657 00	12	275	328	230	253	22	45	315	—	10	7	28.05	33.02	61.07	
Northfield, .	1,772	726,681 00	13	326	381	237	291	25	41	399	—	12	1	36.05	38	74.05	
Orange, .	1,701	686,974 00	13	348	393	285	330	29	42	376	—	13	6	29.16	33.08	63.04	
Rowe, .	659	215,432 00	7	130	175	100	139	14	37	155	—	6	2	17.19	17	34.19	
Shelburne, .	1,239	470,874 00	11	245	299	208	253	37	45	275	—	12	5	31.07	28	59.07	

Shutesbury, . . . . .	912	248,125 00	10	186	236	150	192	23	33	216	—	9	4	6	25	27.13	52.13
Sunderland, . . . . .	792	316,442 00	8	195	254	137	187	13	35	203	—	8	5	5	20.08	22	42.08
Warwick, . . . . .	1,021	454,605 00	10	224	259	189	215	26	54	203	—	9	2	8	24.06	25.06	49.12
Wendell, . . . . .	920	389,204 00	10	98	258	83	193	17	17	229	—	4	1	8	9.05	26	35.05
Whately, . . . . .	1,101	438,772 00	6	160	199	117	153	10	35	217	—	6	3	3	23.11	18.03	41.14
Totals, . . . . .	30,870	11,211,309 00	268	6,224	7,469	4,706	5,944	599	1,124	7,087	1	247	101	171	2.17	2.17	5.14

\* No returns. Abstract from returns of last year.

## BOARD OF EDUCATION.

## FRANKLIN COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board and fuel.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	Number of incorporated Academies.	Average No. Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Ashfield, .	\$23 44	\$14 40	\$850 00	\$552 34	\$944 83	\$56 69	-	1	25	\$84 00	-	-	-	\$80 97	Schools.
Bernardston, .	27 33	15 14	500 00	169 00	716 66	43 00	-	1	40	390 00	-	-	-	57 90	"
Buckland, .	26 47	13 05	1,077 75	81 00	916 00	54 96	-	-	1	-	1	48	\$60 00	58 37	"
Charlemont, .	35 00	13 41	600 00	200 00	800 00	48 00	-	-	-	-	2	50	200 00	55 55	"
Coleraine, .	20 15	9 60	1,000 00	666 00	-	-	-	-	-	-	-	-	-	99 80	"
Conway, .	23 21	15 07	991 75	617 00	-	-	-	1	43	160 00	-	-	-	87 56	"
Deerfield, .	23 70	16 73	1,897 50	406 00	10,000 00	600 00	\$53 00	1	60	840 00	1	12	200 00	109 92	"
Erving, .	-	16 09	350 00	-	-	-	-	-	-	-	-	-	-	23 07	"
Gill, .	27 00	16 66	500 00	277 00	-	-	-	-	-	-	3	35	600 00	38 13	"
Greenfield, .	27 75	14 36	2,400 00	-	-	24 00	-	-	-	-	-	-	-	138 87	"
Hawley, .	18 75	10 63	500 00	254 67	400 00	-	-	-	-	-	1	25	50 00	52 49	"
Heath, .	22 32	12 56	600 00	332 00	-	-	-	-	-	-	-	-	-	48 49	"
Leverett, .	21 50	14 54	400 00	150 75	-	-	-	-	-	-	-	-	-	46 84	"
Leyden,*	23 50	17 20	400 00	250 00	-	-	-	-	-	-	1	28	90 00	35 30	"
Monroe, .	18 57	12 29	94 50	-	207 33	12 44	12 00	-	-	-	-	-	-	14 12	"
Montague, .	29 43	14 66	1,000 00	250 00	-	-	172 00	-	-	-	1	46	264 00	85 67	"
New Salem, .	25 88	12 72	1,000 00	-	-	-	-	1	60	800 00	-	-	-	73 90	"
Northfield, .	30 00	15 22	1,000 00	90 00	400 00	24 00	66 00	1	50	1,000 00	1	12	75 00	88 98	"
Orange, .	23 02	14 43	1,100 00	-	-	-	-	-	-	-	3	75	175 00	85 44	"
Rowe, .	20 00	14 00	500 00	40 00	200 00	12 00	-	-	-	-	1	41	129 00	-	-
Shelburne, .	27 27	18 00	800 00	400 00	7,000 00	420 00	-	1	90	650 00	4	115	175 00	63 79	Schools.





## BERKSHIRE COUNTY.

TOWNS.	Population—U. States Census, 1850.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mcs. Days.
											Males.	Females.	Males.	Females.			
Adams, .	6,172	\$1,724,484 00	22	811	939	645	611	55	64	1,347	2	23	10	15	85.05	78.19	164.04
Alford, .	502	219,734 60	4	120	117	81	83	13	14	114	—	4	1	2	18.18	12	30.18
Becket, .	1,223	313,915 00	11	268	281	190	197	20	45	263	—	11	5	6	48.08	36.12	85
Cheshire, .	1,298	516,586 50	9	273	282	183	196	17	35	285	—	10	8	1	34.10	29.10	64
Clarksburg, .	384	94,835 00	4	73	117	53	67	8	11	108	—	3	3	1	9	14.05	23.05
Dalton, .	1,020	451,247 00	7	221	248	156	175	13	10	270	—	7	1	6	27.10	21.05	48.15
Egremont, .	1,013	453,165 00	5	190	220	130	141	26	32	208	—	5	5	—	20.19	21.16	42.15
Florida, .	561	145,049 00	7	141	157	115	117	13	26	167	—	7	4	3	18.11	17	35.11
Gt. Barrington, .	3,264	1,288,176 00	17	634	648	391	407	50	35	730	—	16	8	8	81.15	57.07	139.02
Hancock, .	789	355,151 00	8	71	116	33	92	5	11	167	—	3	3	2	14.05	16	30.05
Hinsdale, .	1,253	403,324 00	8	242	259	169	173	26	20	270	—	7	2	6	32.07	32.06	64.13
Lanesborough, .	1,229	501,445 00	8	198	211	136	142	15	16	282	—	7	5	3	32.10	32.10	65
Lee, .	3,220	966,320 00	13	804	780	517	547	74	102	820	1	14	3	11	75	52.06	127.06
Lenox, .	1,599	524,500 90	8	277	283	177	189	26	28	380	—	8	4	3	33.11	25.17	59.08
Monterey, .	761	227,960 00	8	133	173	99	133	11	25	133	—	7	—	8	28.12	29.06	57.18
Mt. Washington, .	*424	93,402 00	3	52	59	29	25	6	12	72	—	3	—	2	10.10	5.15	16.05
New Ashford, .	186	99,966 00	2	28	34	13	25	—	2	55	—	2	1	—	7	3	10
New Marlboro', .	1,847	495,871 00	13	322	348	217	242	42	46	360	—	11	6	7	49.01	37.11	86.12
Otis, .	1,224	319,400 00	9	197	241	128	173	13	43	202	—	8	4	5	29.10	27.05	56.15
Peru, .	519	197,142 00	7	107	109	77	81	18	29	99	—	7	1	3	26.17	16.04	43.01
Pittsfield, .	5,872	2,660,744 00	24	1,159	1,341	869	889	158	146	1,385	2	24	10	18	100	100	200
Richmond, .	907	337,058 00	6	178	187	106	112	24	26	191	—	6	2	4	30.05	25.10	55.15

Sandisfield, .	1,649	463,328	00	16	315	339	209	251	35	60	294	—	14	8	8	60	48.05	108.05
Savoy, .	955	171,936	00	9	192	189	138	112	36	48	201	—	8	6	1	30	17.03	47.03
Sheffield, .	2,769	1,108,145	00	13	502	525	310	378	60	82	617	—	13	9	5	63.08	53.01	116.09
Stockbridge, .	1,941	733,871	40	9	304	371	184	264	18	30	439	—	9	5	5	42.06	41.12	83.18
Tyringham, .	821	239,086	00	7	170	190	125	142	12	20	201	—	7	2	5	27	20	47
Washington, .	953	236,195	00	9	214	181	133	127	11	22	226	—	9	2	6	29.17	17.05	47.02
W. Stockbridge, .	1,713	541,186	00	7	300	270	167	175	48	32	315	1	6	5	1	30.12	21.13	52.05
Williamstown, .	2,626	973,309	00	16	448	529	297	351	47	58	668	—	13	11	5	66.11	53	119.11
Windsor, .	897	298,619	00	10	247	254	175	162	32	46	227	—	10	8	2	32.06	29.06	61.12
Totals, .	49,591	17,197,607	00	299	9,191	9,998	6,262	6,779	932	1,176	11,102	6	282	142	152	4.00	3.06	7.06

\* Including Boston Corner.

BOARD OF EDUCATION.

## BERKSHIRE COUNTY—CONTINUED.

[illegible]

	24 04	13 15	900 00	649 00	1,291 48	77 49	201 75	—	—	—	—	2	36	120 00	74 15	Schools.
Sandisfield,	21 84	11 88	402 00	306 00	1,272 00	76 32	—	—	—	—	—	—	—	—	48 26	"
Savoy, .	28 39	16 96	1,000 00	23 00	2,000 00	120 00	152 05	1	29	200 00	—	1	21	240 00	152 05	"
Sheffield,	24 57	10 65	1,000 00	140 00	—	—	—	1	49	804 27	—	3	55	800 00	119 57	"
Stockbridge,	25 00	13 00	400 00	300 00	—	—	—	—	—	—	—	—	—	—	42 37	"
Tyringham,	17 47	13 75	450 00	267 00	—	—	—	—	—	—	—	—	—	—	45 90	"
Washington,	28 24	13 65	700 00	270 07	—	—	123 00	—	—	—	—	2	35	100 00	74 14	"
W. Stockbridge,	23 20	12 41	1,500 00	365 00	* 816 75	49 00	—	—	—	—	—	3	69	1,760 00	156 53	"
Williamstown,	20 55	14 29	500 00	380 00	550 00	33 00	—	—	—	—	—	—	—	—	48 02	"
Windsor,																
Totals, .	24 04	13 63	26,762 39	10230 04	18,560 87	1,113 46	1,296 85	5	235	3,646 27	—	37	819	14,181 50	2,488 80	

## NORFOLK COUNTY.

TOWNS.	Population—U. States Census, 1850.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Winter.		In Sum'r.					WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.		
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.				Males.	Females.
Bellingham,	1,281	\$517,797 87	9	275	304	225	261	25	40	289	—	9	4	5	24.06	23.13	47.19
Braintree,	2,969	1,054,783 30	13	660	657	485	482	66	17	728	—	13	6	7	66.11	52.05	118.16
Brookline,	2,516	5,436,854 50	7	372	381	284	286	7	6	393	2	8	2	8	34	34	68
Canton, .	2,598	1,387,372 75	10	564	545	426	413	51	35	635	2	9	5	8	65.05	37.05	102.10
Cohasset,	1,775	746,872 68	8	404	390	279	267	29	54	349	1	8	3	7	45	72.05	117.05
Dedham, .	4,447	2,999,518 87	19	909	925	669	721	38	81	794	7	14	11	10	99.01	94.07	193.08
Dorchester,	7,969	6,785,916 46	26	1,609	1,560	1,219	1,276	141	96	1,798	8	27	8	27	162	162	324
Dover, .	631	295,704 00	4	112	116	85	94	16	11	100	—	4	2	2	13.11	13	26.11
Foxborough,	1,880	648,072 75	9	424	428	315	331	42	44	404	—	9	2	8	29	29	58
Franklin, .	1,818	648,436 00	10	355	354	270	277	29	46	376	—	10	4	6	33.10	33.06	66.16
Medfield,	966	459,846 00	5	152	205	128	107	15	22	200	—	4	3	2	15	13.07	28.07
Medway, .	2,778	867,176 00	12	619	603	486	470	59	102	608	1	11	9	5	44	44.05	88.05
Milton, .	2,241	1,733,127 00	9	419	459	320	313	33	16	472	4	5	4	5	46.10	46.10	93
Needham,	1,944	799,789 75	9	334	367	227	283	36	59	378	—	6	6	3	24	36.05	60.05
Quincy, .	5,017	2,085,625 38	17	1,164	1,136	854	847	39	54	1,148	7	11	7	11	98	98	196
Randolph,	4,741	1,663,428 25	16	1,061	883	739	611	113	66	1,077	1	15	11	6	73.10	45	118.10
Roxbury,	18,364	13,613,731 50	58	2,571	2,609	2,345	2,406	—	172	3,247	10	51	9	52	348	348	696
Sharon, .	1,128	548,452 25	6	231	261	189	215	27	38	237	—	6	5	1	23	20.18	43.18
Stoughton,	3,494	1,093,296 00	12	771	750	551	547	39	84	806	1	12	7	6	56	45	101
Walpole, .	1,929	812,984 50	7	372	387	309	344	22	27	372	1	6	4	3	25.14	29.14	55.08
West Roxbury,	—	—	14	640	620	500	477	10	45	676	2	12	2	12	77	77	154
Weymouth, .	5,369	1,714,014 75	23	1,116	1,194	902	904	169	154	1,137	2	21	9	15	125.05	77.15	203
Wrentham,	3,037	1,121,721 00	20	646	699	542	551	73	116	715	1	19	12	8	59.18	59.15	119.13
Totals,	78,892	47,034,521 56	323	15,780	15,833	12,349	12,483	1,079	1,385	16,939	50	290	135	217	4.18	4.12	9.10

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board and fuel.	Amount of Board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	Number of incorporated Academies.	Average No. Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Bellingham,	\$32 85	\$15 73	\$800 00	\$16 00	\$418 16	\$25 09	\$140 63	—	—	—	2	40	\$50 00	\$65 43	Schools.
Brintree,	36 88	17 22	2,200 00	400 00	12,000 00	700 00	—	1	30	\$200 00	2	44	400 00	163 12	"
Brookline,	70 83	19 54	4,107 73	—	—	—	—	—	—	—	7	95	2,272 00	136 51	"
Canton,	42 12	17 52	2,500 00	99 00	—	—	—	—	—	—	—	—	—	87 08	"
Cohasset,	35 05	14 11	1,800 00	—	1,000 00	62 50	—	—	—	—	2	50	395 00	190 64	"
Dedham,	51 92	20 20	7,625 00	64 00	1,040 00	62 40	60 00	—	—	—	3	—	—	403 18	"
Dorchester,	61 45	20 01	12,235 00	—	825 88	—	—	—	—	—	—	—	—	23 54	"
Dover,	31 00	16 12	600 00	—	—	—	—	—	—	—	—	—	—	91 32	"
Foxborough,	36 52	20 99	1,400 00	—	—	—	—	—	—	—	1	45	140 00	85 20	Town Treas.
Franklin,	32 51	14 79	1,200 00	18 00	—	—	—	—	—	—	1	45	150 00	41 19	Schools.
Medfield,	40 80	20 11	700 00	—	3,760 19	225 61	—	—	—	—	3	35	175 00	129 45	"
Medway,	43 13	18 00	2,700 00	—	—	—	—	—	—	—	6	75	3,600 00	105 68	"
Milton,	38 00	21 60	3,000 00	45 25	6,000 00	250 00	—	1	—	—	—	—	—	87 55	"
Needham,	38 50	18 56	1,510 00	—	1,500 00	90 00	—	—	—	—	—	—	—	261 03	"
Quincy,	48 00	17 81	6,600 00	—	—	75 00	—	—	—	—	4	56	509 00	—	Schools.
Randolph,	36 81	20 05	3,000 00	—	10,600 00	589 13	—	—	—	—	10	200	4,000 00	740 24	Not returned.
Roxbury,	70 00	22 90	26,891 51	—	57,289 46	2,949 50	120 00	—	—	—	2	40	500 00	175 82	Schools.
Sharon,	36 20	16 71	1,000 00	—	2,710 00	162 00	—	—	—	—	—	—	—	83 33	"
Stoughton,	40 34	19 19	3,000 00	—	—	—	—	—	—	—	—	—	—	153 00	"
Walpole,	40 00	20 00	2,000 00	350 00	—	—	—	—	—	—	5	137	8,944 00	260 32	"
West Roxbury,	89 77	22 12	7,800 00	—	41,000 00	2,700 00	—	1	—	—	2	32	270 00	167 12	"
Weymouth,	45 44	18 45	5,200 00	—	4,200 00	420 00	—	—	—	—	3	40	150 00	—	"
Wrentham,	31 24	17 19	2,250 00	20 00	2,001 70	120 10	341 80	1	41	750 00	—	—	—	—	"
Totals,	44 75	18 65	100,119 24	1012 25	144,345 39	8,431 33	662 13	4	71	950 00	53	934	21,555 00	3,595 98	

## BRISTOL COUNTY.

TOWNS.	Population—U. States Census, 1850.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
											Males.	Females.	Males.	Females.			
Attleborough, .	4,200	\$1,038,000 00	25	662	736	522	583	39	95	921	2	23	19	4	110.15	80	190.15
Berkley, .	908	261,405 00	7	171	240	133	182	31	47	205	—	5	6	1	15	20.11	35.11
Dartmouth, .	3,868	2,279,942 00	26	762	841	508	581	66	90	875	2	24	11	16	109	101	210
Dighton, .	1,641	517,487 00	11	302	383	228	303	31	47	353	—	9	8	3	28.05	31.11	59.16
Easton, .	2,337	707,887 00	11	508	581	396	446	43	66	517	—	11	7	4	31.16	33	64.16
Fairhaven, .	4,304	3,248,990 00	24	1,044	1,047	828	840	82	119	1,060	2	26	13	14	128.15	107.05	236
Fall River, .	11,524	6,091,250 00	27	2,443	2,334	1,514	1,552	233	213	2,761	6	40	11	34	134.10	133.10	268
Freetown, .	1,615	565,096 00	12	176	400	116	295	23	66	336	—	5	5	7	17.15	41.15	59.10
Mansfield, .	1,789	378,902 00	9	300	412	230	306	22	44	421	—	7	5	4	19	22	41
New Bedford, .	16,443	14,489,266 00	36	3,391	3,856	2,499	2,701	216	655	3,423	9	66	10	69	187	201	388
Norton, .	1,966	714,021 00	9	357	412	257	319	27	57	382	—	9	4	6	24.06	27.13	51.19
Pawtucket, .	3,753	916,587 00	10	743	742	428	428	123	33	870	1	13	1	13	41	41	82
Raynham, .	1,541	514,908 00	7	300	380	240	292	36	70	323	—	7	6	1	22.15	21	43.15
Rehoboth, .	2,104	689,206 00	15	357	470	278	359	36	71	417	—	13	8	7	37	43	80.10
Seekonk, .	2,243	695,324 00	14	367	453	275	341	42	45	469	—	13	8	6	47.18	49.04	97.02
Somerset, .	1,166	463,495 00	5	105	293	69	197	28	35	292	—	4	3	4	14.15	26.02	40.17
Swansey, .	1,554	544,232 00	10	74	317	50	242	11	46	274	—	3	5	5	9.10	28.10	38
Taunton, .	10,441	3,701,472 00	40	2,204	2,247	1,629	1,643	297	258	2,666	5	44	23	27	177	135.07	312.07
Westport, .	2,795	1,451,080 00	20	573	674	381	468	65	82	602	2	17	17	3	75.19	70	145.19
Totals, .	76,192	39,243,560 00	318	14,839	16,818	10,581	12,078	1,451	2,133	17,167	29	339	170	228	3.17	3.16	7.13



## BRISTOL COUNTY—CONTINUED.

SCHOOL RETURNS—1853-4.

xxxix

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board and fuel.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools that may be so appropriated or not.	Number of incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	Schools.	How appropriated.
Attleborough, .	\$33 00	\$18 14	\$4,404 59	\$150 00	\$11,900 00	\$714 00			1		1	50	\$1,500 00	\$218 66	Schools.	
Berkley, .	25 00	16 60	600 00	132 00	-	-	-	-	-	-	3	54	90 00	49 66	"	
Dartmouth, .	24 71	14 84	3,000 00	650 00	-	-	-	-	-	-	1	125	800 00	213 01	"	
Dighton, .	29 46	16 83	1,075 00	50 00	-	-	-	\$100 00	-	-	4	53	125 00	89 67	"	
Easton, .	33 38	19 00	1,500 00	80 00	-	-	-	-	-	-	-	-	-	124 99	"	
Fairhaven, .	41 05	17 56	6,000 00	-	-	-	-	-	-	-	3	60	1,000 00	258 44	"	
Fall River, .	58 73	18 79	12,000 00	-	-	-	-	-	-	-	6	150	900 00	625 61	"	
Freetown, .	27 57	16 19	1,000 00	24 75	-	60 00	-	-	-	-	2	40	100 00	92 51	"	
Mansfield, .	32 95	18 91	1,105 12	100 00	1,000 00	700 00	-	-	-	-	-	-	-	90 85	"	
New Bedford, .	66 38	20 41	20,054 59	-	12,000 00	-	-	1	70	2,200 00	23	523	7,333 00	729 41	"	
Norton, .	32 37	17 18	1,200 00	-	-	-	-	1	125	4,700 00	-	-	-	100 04	"	
Pawtucket, .	50 00	17 00	2,800 00	-	-	-	-	-	-	-	3	54	482 00	216 30	"	
Raynham, .	33 17	16 25	1,000 00	-	-	-	-	-	-	-	3	66	130 00	74 85	"	
Rehoboth, .	26 18	15 35	1,000 00	264 25	372 50	22 35	139 35	-	-	-	2	24	100 00	98 86	"	
Seekonk, .	23 78	13 78	1,200 00	257 76	-	-	242 00	-	-	-	2	47	641 00	116 50	"	
Somerset, .	33 65	11 88	1,000 00	-	-	-	-	-	-	-	7	144	200 00	60 26	"	
Swansey, .	25 22	16 21	600 00	264 00	-	-	-	-	-	-	5	125	156 00	54 60	"	
Taunton, .	39 70	20 00	9,800 00	-	14,000 00	-	-	1	100	2,000 00	5	226	2,005 00	587 24	"	
Westport, .	29 50	16 47	2,000 00	640 00	-	-	248 18	-	-	-	3	72	100 00	158 88	"	
Totals, .	35 04	16 93	80,339 30	2612 76	39,272 50	1,496 35	729 53	3	295	8,900 00	73	1813	15,662 00	3,960 34		

## PLYMOUTH COUNTY.

TOWNS.	Population—U. States Census, 1850.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Summer.		In Winter.					SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.			
Abington, . . . . .	5,269	\$1,466,878 00	22	1,300	1,266	908	852	77	151	1,148	5	16	5	17	97.02	104.03	201.05
Bridgewater, . . . . .	2,790	1,222,351 00	15	583	565	424	439	66	31	568	—	14	6	9	57.12	47	104.12
Carver, . . . . .	1,186	347,995 00	8	218	271	155	204	18	66	291	7	7	7	—	25.05	19.15	45
Duxbury, . . . . .	2,679	1,076,363 00	13	443	505	325	351	36	37	526	1	13	8	5	60.05	48.10	108.15
E. Bridgewater, . . . . .	2,545	814,600 00	10	560	506	403	380	71	67	582	—	12	7	4	37.01	27.12	64.13
Halifax, . . . . .	784	255,884 00	10	150	186	105	137	16	38	166	—	5	5	—	14.09	15.06	29.15
Hanover, . . . . .	1,592	550,089 00	8	251	278	174	205	31	22	325	—	7	5	5	36.10	24.10	61
Hanson, . . . . .	1,217	376,786 00	9	236	235	173	179	37	17	222	—	9	2	6	32.12	25.18	58.10
Hingham, . . . . .	3,980	1,570,886 00	12	594	661	426	462	69	22	800	4	8	5	7	76	76	152
Hull, . . . . .	253	117,823 00	1	45	48	30	37	7	6	62	—	1	1	—	5	3.10	8.10
Kingston, . . . . .	1,591	853,645 00	8	282	330	202	253	29	57	292	—	8	6	2	32	32	64
Lakeville,* . . . . .	—	—	12	266	238	177	177	30	39	233	—	12	4	5	42.04	22.18	64.02
Marion,† . . . . .	—	—	5	—	221	—	185	7	51	199	—	—	4	1	—	16.01	16.01
Marshfield, . . . . .	1,837	643,191 00	9	297	380	222	278	10	50	364	—	8	5	4	33.05	33	66.05
Middleborough, . . . . .	5,336	1,603,928 00	24	787	855	617	685	124	134	824	—	28	18	8	103.02	80.04	183.06
N. Bridgewater, . . . . .	3,939	1,043,150 00	17	870	964	677	729	49	98	1,043	2	16	12	7	51.15	49.08	101.03
Pembroke, . . . . .	1,388	440,917 00	8	273	299	194	228	15	38	310	—	8	6	2	31.16	24.04	56
Plymouth, . . . . .	6,024	2,473,123 00	34	1,236	1,197	970	965	49	119	1,314	3	31	6	29	184.15	114.15	299.10
Plympton, . . . . .	927	330,503 00	6	161	187	140	150	7	10	222	—	6	3	3	22	18	40
Rochester, . . . . .	3,808	1,181,629 00	19	394	622	301	485	38	112	674	—	14	6	14	42.05	60.05	102.10
Scituate, . . . . .	2,149	664,955 00	11	468	536	343	405	69	63	484	—	12	5	7	47	36.06	83.06

South Scituate,	1,770	747,414 00	9	330	339	242	252	23	30	362	-	9	1	8	51	34.05	85.05
Wareham, .	3,186	901,603 00	13	605	620	461	473	50	40	752	1	12	9	4	53.10	45.11	99.01
W. Bridgewater,	1,447	516,955 00	8	287	243	213	174	31	51	322	-	7	4	3	29.05	21.10	50.15
Totals, .	55,697	19,200,668 00	291	10,636	11,552	7,882	8,685	959	1,349	12,085	16	263	140	150	4	3.07	7.07

\* Population and Valuation included in Middleborough.

† Population and Valuation included in Rochester.

## PLYMOUTH COUNTY—CONTINUED.

TOWNS.	Average Wages of Male Teachers, per month, including the value of board.	Average Wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board and fuel.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, printed or not.	Number of incorporated Academies.	Average No. Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Abington,	\$43 33	\$18 54	\$5,000 00	-	-	-	-	1	34	\$258 35	2	43	\$1,100 00	\$249 72	Schools.
Bridgewater,	29 08	19 12	2,000 00	\$108 00	\$300 00	\$18 00	-	1	1	-	-	-	-	130 63	"
Carver,	28 80	12 01	600 00	270 00	1,000 00	70 00	-	-	-	-	-	-	-	62 60	"
Duxbury,	32 75	16 38	2,100 00	-	18,500 00	1,110 00	\$416 15	1	91	120 00	1	-	-	122 15	"
E. Bridgewater,	38 96	20 42	1,500 00	-	-	-	-	1	28	437 76	4	72	137 00	129 22	"
Halifax,	28 87	13 48	600 00	97 00	-	-	-	-	-	-	-	-	-	40 72	"
Hanover,	32 20	15 15	1,200 00	75 00	-	-	-	1	45	650 00	-	-	-	83 79	"
Hanson,	24 50	14 47	900 00	50 00	-	-	-	-	74	1,375 00	1	15	450 00	56 71	"
Hingham,	38 00	18 00	3,829 69	-	4,731 85	236 59	-	1	-	-	-	2	512 80	187 12	Town Treas.
Hull,	30 00	12 00	268 00	-	-	-	-	-	-	-	-	-	-	13 42	Schools.
Kingston,	38 33	17 10	1,633 00	-	-	-	-	-	-	-	-	1	800 00	67 31	"
Lakeville,	27 71	13 62	1,000 00	76 00	-	-	-	-	-	-	-	-	-	70 95	"
Marion,	34 07	24 00	600 00	-	-	-	-	-	-	-	-	6	631 00	49 90	"
Marshfield,	31 44	15 39	1,400 00	15 00	-	-	-	-	-	-	-	1	50 00	90 62	"
Middleborough,	30 88	17 73	3,000 00	577 00	-	-	-	-	-	-	-	1	-	195 96	"
N. Bridgewater,	38 67	17 45	3,000 00	148 88	295 60	17 73	152 00	1	-	-	-	-	-	230 42	"
Pembroke,	30 03	17 77	1,000 00	-	-	-	-	-	-	-	-	2	618 00	66 13	Town Treas.
Plymouth,	46 24	17 84	7,760 00	-	-	-	-	-	-	-	-	4	985 00	315 63	Schools.
Plympton,	29 00	16 25	600 00	160 00	-	-	-	-	-	-	-	1	680 00	49 21	"
Rochester,	36 26	17 29	2,000 00	186 00	1,000 00	-	-	-	-	-	-	2	800 00	178 17	"
Scituate,	32 64	13 96	1,500 00	-	-	-	-	-	-	-	-	6	172 00	108 75	"

South Scituate,	35 00	18 73	1,700 00	-	-	-	-	-	1	20	16 00	86 15
Wareham,	31 21	17 53	2,400 00	30 00	-	-	-	-	1	20	800 00	109 01
W. Bridgewater,	39 17	16 71	1,200 00	38 00	-	-	-	-	-	-	-	72 50
Totals,	33 63	16 70	46,790 09	1888 88	25,837 45	1,452 32	568 15	7	272	2,841 11	7,751 80	2,826 79

## BARNSTABLE COUNTY.

TOWNS.	Population—U. States Census, 1850.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
											Males.	Females.	Males.	Females.			
Barnstable,	*5,004	\$1,522,871 00	27	605	1,029	493	947	37	145	1,153	3	14	9	15	58.14	90.15	149.09
Brewster,	1,525	334,827 45	6	255	257	165	178	25	24	319	—	6	5	1	32.06	20	52.06
Chatham,	2,439	484,718 25	13	401	443	263	333	36	72	534	—	12	7	4	63.15	32	95.15
Dennis,	3,257	798,934 14	17	730	783	516	603	63	94	835	—	16	9	7	105	53.15	158.15
Eastham,	845	185,714 50	5	155	220	103	176	4	59	168	—	5	3	2	18.11	15.05	33.16
Falmouth,	2,621	954,466 75	19	482	557	369	444	31	54	560	—	18	11	7	71.10	55.16	127.06
Harwich,	3,258	524,699 75	18	860	981	570	670	88	148	963	—	19	16	3	88	51	139
Orleans,	1,848	325,576 30	10	410	544	289	397	45	92	463	—	10	5	5	31	30.11	61.11
Provincetown,	3,157	1,043,135 00	8	594	724	475	619	54	85	675	4	8	5	12	39	39	78
Sandwich,	4,368	1,314,391 15	24	601	1,000	437	785	30	141	1,197	—	17	12	16	67.15	82.12	150.07
Truro,	2,051	367,199 50	7	383	568	260	391	14	78	525	—	7	7	5	28	36	64
Wellfleet,	2,411	294,228 00	13	442	584	372	458	33	171	542	—	11	8	5	58.07	33	91.07
Yarmouth,	2,595	746,587 95	15	470	532	361	407	54	81	516	—	15	12	2	62.07	49.01	111.08
Totals,	35,276	8,897,349 74	182	6,393	8,922	4,673	6,408	514	1,244	8,450	7	158	109	84	4	3.04	7.04

\* Including Marshpee District.

## BARNSTABLE COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board and fuel.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	Number of incorporated Academies.	Average No. of Scholars.	Aggregate paid for tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for tuition.	Town's share of School Fund.	Schools.	How appropriated.
Barnstable,	\$43 71	\$17 88	\$3,000 00	\$500 00	-	-	\$1,098 90	-	-	-	11	290	\$1,354 00	\$280 80	"	
Brewster,	34 80	14 63	1,000 00	25 00	-	-	-	-	-	-	1	30	500 00	68 03	"	
Chatham,	31 27	12 71	1,000 00	686 98	-	-	-	-	-	-	3	71	1,000 00	120 28	"	
Dennis,	29 53	12 29	1,500 00	1237 40	-	-	-	-	-	-	3	115	704 00	201 24	"	
Eastham,	31 33	16 66	580 00	40 00	-	-	50 00	-	-	-	-	-	-	43 31	"	
Falmouth,	31 18	14 38	1,800 00	244 00	\$15,323 00	-	321 81	1	37	\$782 00	1	15	80 00	140 28	"	
Harwich,	32 17	14 21	1,500 00	1327 16	-	-	-	1	40	700 00	-	-	-	217 24	"	
Orleans,	28 40	15 00	1,100 00	227 00	400 00	\$24 00	-	-	-	-	-	-	-	103 56	"	
Provincetown,	44 20	13 24	3,520 00	-	-	-	-	-	-	-	2	45	902 00	137 22	"	
Sandwich,	38 39	15 43	3,000 00	158 00	3,000 00	-	374 95	1	-	-	7	85	1,035 50	276 09	"	
Taunton,	34 71	14 18	1,300 00	-	-	-	-	1	-	-	-	-	-	122 62	"	
Wellfleet,	38 54	14 85	1,500 00	333 90	-	-	90 00	-	-	-	-	-	-	127 81	"	
Yarmouth,	32 25	13 73	2,500 00	200 00	-	-	-	1	30	350 00	3	90	800 00	130 63	"	
Totals,	34 65	14 55	23,300 00	4979 44	18,723 00	24 00	1,935 66	5	107	1,832 00	32	781	6,575 50	1,969 11		

## DUKES COUNTY.

TOWNS.	Population—U. States Census, 1850.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total Mos. Days.		
											Males.	Females.				Males.	Females.
Chilmark,	747	\$471,365 00	3	1	124	96	4	30	150	1	3	1	—	11.08	11.08	—	
Edgartown,	1,990	670,834 00	9	337	390	304	3	23	412	2	8	5	7	32.15	32.15	—	
Tisbury, .	1,803	555,806 00	9	—	413	325	21	49	398	1	—	3	8	45	45	—	
Totals,	4,540	1,698,005 00	21	337	927	725	28	102	960	2	8	11	15	4.05	4.05	5.04	

## NANTUCKET COUNTY.

Nantucket,	8,452	\$4,595,362 00.	15	15	1,839	1,839	—	209	1,602	7	31	5	29	82	84	5.09	5.12	11.01
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## DUKES COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board and fuel.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools that may be so appropriated or not.	Number of incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Chilmark,	\$33 42	-	\$400 00	-	-	-	-	-	-	-	-	-	-	-	-	-	\$33 89	Schools.
Edgartown,	36 75	\$15 00	1,500 00	\$02 00	-	-	-	-	-	-	8	204	\$1,029 00	91 79	8	204	91 79	"
Tisbury, .	36 67	16 55	1,200 00	-	\$6,000 00	\$360 00	-	1	75	\$100 00	6	100	250 00	94 62	6	100	94 62	"
Totals,	35 61	10 52	3,100 00	62 00	6,000 00	360 00	-	1	75	400 00	14	304	1,279 00	220 30	14	304	220 30	Schools.

## NANTUCKET COUNTY—CONTINUED.

Nantucket,	\$60 00	\$17 34	\$9,850 00	-	-	-	-	-	-	-	10	252	\$2,605 00	\$101 07	10	252	\$2,605 00	\$101 07	Schools.
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## RECAPITULATION.

COUNTIES.	Population—U. States Census, 1850.	Valuation—1850.	No. of Public Schools.		No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the county.	No. of Teachers, including Sum- mer and Winter terms.		Average length of the Schools.		Average wages of Male Teachers, per month, including the value of board.
			In Sum'r.	In Winter.	In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Mos.	Days.	
Suffolk, . . .	144,517	\$217,587,172 00	239	23,589	23,953	20,154	19,823	1,882	676	25,874	122	749	749	10.04	10.04	\$65 77
Essex, . . .	131,300	56,556,466 89	427	24,103	24,658	18,697	19,351	1,694	2,212	27,879	247	740	740	9.02	9.02	40 98
Middlesex, . .	161,383	83,264,719 50	595	33,698	33,442	24,697	25,597	3,927	3,615	32,429	332	1,064	1,064	8.12	8.12	44 08
Worcester, . .	130,789	55,497,794 00	664	24,510	28,226	18,373	21,828	2,548	4,308	27,500	347	1,023	1,023	6.06	6.06	32 18
Hampshire, . .	33,732	13,331,240 00	248	6,372	6,290	4,920	5,879	547	998	7,321	117	364	364	6.02	6.02	26 33
Hampden, . . .	51,283	22,621,220 77	273	9,117	10,220	6,542	7,611	633	1,072	10,230	118	459	459	7.12	7.12	27 39
Franklin, . . .	30,870	11,211,309 00	268	6,224	7,469	4,706	5,944	599	1,124	7,087	102	418	418	5.14	5.14	23 64
Berkshire, . . .	49,591	17,197,607 00	299	9,191	9,998	6,262	6,779	932	1,176	11,102	148	434	434	7.06	7.06	24 04
Norfolk, . . .	78,892	47,034,521 56	323	15,780	15,833	12,349	12,478	1,079	1,385	16,939	185	507	507	9.10	9.10	44 75
Bristol, . . .	76,192	39,243,560 00	318	14,839	16,818	10,581	12,078	1,451	2,139	17,167	199	567	567	7.13	7.13	35 04
Plymouth, . . .	55,637	19,200,668 00	291	10,636	11,552	7,882	8,685	959	1,349	12,085	156	413	413	7.07	7.07	33 63
Barnstable, . .	35,276	8,897,349 74	182	6,393	8,222	4,673	6,408	514	1,244	8,450	116	242	242	7.04	7.04	34 65
Dukes, . . .	4,540	1,698,005 00	21	337	927	304	725	28	102	960	13	23	23	5.04	5.04	35 61
Nantucket, . . .	8,452	4,595,362 00	15	1,839	1,839	1,086	1,086	—	209	1,602	12	60	60	11.01	11.01	60 00
Totals, . . .	994,514	\$597,936,995 46	4,163	186,628	199,447	141,226	154,277	16,093	21,609	206,625	2,214	7,063	7,063	7.16	7.16	\$37 76

## RECAPITULATION—CONTINUED.

COUNTIES.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including wages of Teachers, board and fuel.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	Number of incorporated Academies.	Average No. Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. Scholars.	Aggregate paid for Tuition.	Aggregate paid for Tuition.	Town's share of School Fund.
Suffolk, . . .	\$22 46	\$213,626 55	\$117 00	\$6,000 00	\$300 00	\$1,618 35	7	—	—	47	2,520	\$97,550 00	\$97,550 00	\$6,127 15
Essex, . . .	15 41	124,767 25	\$117 00	199,891 50	11,381 73	92 63	11	616	\$10,900 00	118	3,094	29,804 00	29,804 00	6,683 10
Middlesex, . .	17 43	196,472 44	868 79	67,909 73	1,673 59	932 10	8	714	13,783 47	77	1,523	24,148 00	24,148 00	6,686 39
Worcester, . .	16 01	102,315 53	1,179 15	28,489 88	1,478 59	932 10	5	356	8,012 00	103	2,655	14,045 92	14,045 92	6,351 80
Hampshire, . .	14 50	25,700 00	4,087 19	21,362 54	923 50	492 56	3	565	21,483 00	32	621	4,997 00	4,997 00	1,692 48
Hampden, . . .	14 12	39,628 87	5,930 04	35,825 23	2,089 51	2,067 49	7	468	8,651 05	23	602	2,037 00	2,037 00	2,328 28
Franklin, . . .	14 07	20,786 00	5,093 76	23,054 49	1,383 27	303 00	5	368	3,924 00	21	534	2,099 00	2,099 00	1,576 51
Berkshire, . . .	13 63	26,676 39	10,230 04	18,560 87	1,113 46	1,296 85	5	235	3,646 27	37	819	14,181 50	14,181 50	2,488 80
Norfolk, . . .	18 65	100,119 24	1,012 25	144,345 39	8,431 33	662 13	4	71	950 00	53	934	21,555 00	21,555 00	3,595 98
Bristol, . . .	16 93	80,339 30	2,612 76	39,272 50	1,496 35	729 53	3	295	8,900 00	73	1,813	15,662 00	15,662 00	3,960 34
Plymouth, . .	16 70	46,790 69	1,888 88	25,827 45	1,452 32	568 15	7	272	2,841 11	34	870	7,751 80	7,751 80	2,826 79
Barnstable, . .	14 55	23,300 00	4,979 44	18,723 00	24 00	1,935 66	5	107	1,832 00	32	781	6,575 50	6,575 50	1,969 11
Dukes, . . .	10 52	3,100 00	62 00	6,000 00	360 00	—	1	75	400 00	14	304	1,279 00	1,279 00	220 30
Nantucket, . .	17 34	9,850 00	—	—	—	—	—	—	—	10	252	2,605 00	2,605 00	401 07
Totals, . . .	\$15 88	\$1,013,472 26	\$38,061 30	\$635,262 58	\$32,107 85	\$10,698 45	66	4,142	\$55,322 90	674	17,322	\$244,290 72	\$244,290 72	\$16,908 10

## GRADUATED TABLES.—FIRST SERIES.

The following Table shows the sums appropriated by the several cities and towns in the State, for the education of each child between 5 and 15 years of age. The income of the Surplus Revenue and of other funds held in a similar way, when appropriated to schools, is added to the sum raised by taxes, and these sums constitute the amount reckoned as appropriations. The income of such School Funds as were given and are held on the express condition that their income shall be appropriated to schools, is not included. Such an appropriation of their income, as it is essential to retaining the funds, is no evidence of the liberality of those holding the trust. But if a town appropriates the income of any Fund to its Public Schools which may be so appropriated or not, at the option of the voters, or when the town has a legal right to use such income in defraying its ordinary expenses, then such an appropriation is as really a contribution to Common Schools as an equal sum raised by taxes. On this account the Surplus Revenue, and sometimes other funds, are to be distinguished from Local School Funds, as generally held. The income of the one *may* be appropriated to schools or not, at the pleasure of the town; the income of the other *must* be appropriated to schools by the condition of the donation. Funds of the latter kind are usually donations made to furnish means of education in addition to those provided by a reasonable taxation. Committees are expected, in their annual returns, to make this distinction in relation to School Funds.

Voluntary contributions are not included in the amount which is divided, in order to ascertain the sum appropriated to each child. In many towns such contributions, however liberal, are not permanent, and cannot be relied upon as a stated provision. They are often raised and applied to favor particular districts or schools, or classes of scholars, and not to benefit equally all that attend the Public Schools. Besides, the value of board and fuel gratuitously furnished, is determined by the mere estimate of individuals and is therefore uncertain; while the amount raised by taxes, being in money, has a fixed and definite value, and is a matter of record. Still, the contributions voluntarily made are exhibited in a separate column of the Table, as necessary to a complete statement of the provision made by the towns for the education of their children.

It will be seen that some counties are liberal in voluntary contributions for the support of their schools. These contributions, to a great extent, especially in the western counties, are of board and fuel. If their precise value was ascertained, and returned like the means furnished by taxation, and if their amount was included in the sum divided by the number of children between 5 and 15, many towns in those counties would hold a high rank in the scale.

The Table exhibits the rank of each city or town in the State, in respect to its liberality in the appropriation of money to its schools, as compared with other cities and towns for the year 1853-4; also, its rank in a similar scale for 1852-3. It presents the sum appropriated to each child between 5 and 15. Nahant, a newly incorporated town, stands highest upon the list the present year, and West Roxbury, which was No. 3 last year, is No. 2 this year.

## GRADUATED TABLES—FIRST SERIES.

*Table, showing the Comparative Amount of Money appropriated by the different Towns in the State, for the Education of each Child in the Town between the ages of 5 and 15 years.\**

For 1852-3.	For 1853-4.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
†	1	NAHANT,	\$17 07.3	\$700 00	—	—	41	—
3	2	West Roxbury,	11 53.8	7,800 00	—	—	676	—
1	3	Brookline,	10 45.2	4,107 73	—	—	393	—
5	4	Dedham,	9 67.9	7,625 00	\$60 00	\$7685 00	794	\$64 00
2	5	Winchester,	9 32.8	2,500 00	—	—	268	25 00
14	6	New Bedford,	8 48.8	29,054 59	—	—	3,423	—
7	7	Boston,	8 40.1	203,326 55	—	—	24,204	—
8	8	Roxbury,	8 28.2	26,891 51	—	—	3,247	—
11	9	Brighton,	8 21.1	3,900 00	—	—	475	—
4	10	Somerville,	8 14.6	7,185 00	—	—	882	—
6	11	Concord,	8 01.7	2,750 00	—	—	343	—
9	12	Winthrop,	7 69.2	400 00	—	—	52	—
16	13	Cambridge,	7 66.6	25,627 47	—	—	3,343	—
10	14	Lowell,	7 64.1	45,000 00	—	—	5,889	—
18	15	W. Cambridge,	7 24.6	2,500 00	—	—	345	50 00
15	16	Charlestown,	7 20.7	24,900 00	—	—	3,455	—
42	17	North Chelsea,	7 20	900 00	—	—	125	—
31	18	Newton,	6 89.7	7,000 00	—	—	1,015	50 00
17	19	Dorchester,	6 80.5	12,235 00	—	—	1,798	—
34	20	Lincoln,	6 66.7	800 00	—	—	120	220 80
20	21	Waltham,	6 52.4	5,800 00	—	—	889	—
19	22	Lexington,	6 49.4	2,500 00	—	—	385	—
27	23	Lynn,	6 45.9	18,500 00	—	—	2,864	—
33	24	Littleton,	6 40.2	1,050 00	—	—	164	—
12	25	Milton,	6 35.6	3,000 00	—	—	472	—
24	26	Watertown,	6 29.1	3,800 00	—	—	604	—
28	27	Nantucket,	6 14.9	9,850 00	—	—	1,602	—
30	28	Worcester,	6 03.9	20,000 00	—	—	3,312	—
29	29	Chelsea,	6 02.8	9,000 00	—	—	1,493	—
39	30	Boxborough,	6 02.4	500 00	—	—	83	18 00
26	31	Dover,	6 00	600 00	—	—	100	—
37	32	Malden,	5 92.1	4,300 00	—	—	726	—
41	33	Plymouth,	5 90.6	7,760 00	—	—	1,314	—

\* Compare the rank of towns in this Table with their rank in the Second Series of Tables showing the percentage of taxable property appropriated for Schools.

† Newly incorporated.

## BOARD OF EDUCATION.

For 1852-3.	For 1853-4.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
13	34	Lawrence,	\$5 88.6	\$11,000 00	-	-	1,869	-
45	35	Chicopee,	5 87.5	7,553 87	\$600 00	\$8153 87	1,388	-
40	36	Quincy,	5 74.9	6,600 00	-	-	1,148	-
22	37	Springfield,	5 71.4	12,000 00	874 82	12874 82	2,253	-
90	38	Danvers,	5 70.4	9,702 00	600 00	10302 00	1,806	-
23	39	Fairhaven,	5 66	6,000 00	-	-	1,060	-
21	40	Swampscott,	5 64.5	1,400 00	-	-	248	-
35	41	Longmeadow,	5 62.2	1,400 00	-	-	249	-
32	42	Kingston,	5 59.2	1,633 00	-	-	292	-
61	43	Natick,	5 58.4	3,300 00	-	-	591	-
53	44	Framingham,	5 56.3	4,300 00	-	-	773	-
25	45	Medford,	5 51.1	4,800 00	-	-	871	-
104	46	Melrose,	5 46.3	1,813 64	-	-	332	-
57	47	Hardwick,	5 45.4	1,500 00	-	-	275	-
62	48	Walpole,	5 37.6	2,000 00	-	-	372	\$350 00
43	49	Provincetown,	5 21.5	3,520 00	-	-	675	-
50	50	Cohasset,	5 15.8	1,800 00	-	-	349	-
48	51	Hatfield,	5 10.2	1,000 00	-	-	196	-
49	52	Weston,	5 09.3	1,100 00	-	-	216	-
38	53	South Reading,	5 08.1	2,500 00	-	-	492	-
47	54	Bedford,	5 06.4	900 00	92 63	992 63	196	-
135	55	Hadley,	4 98.8	2,100 00	-	-	421	53 00
64	56	Holyoke,	4 92.5	3,200 00	-	-	650	500 00
128	57	Yarmouth,	4 84.5	2,500 00	-	-	516	200 00
87	58	Reading,	4 81.9	2,000 00	-	-	415	-
72	59	Hingham,	4 78.7	3,829 69	-	-	800	-
59	60	Duxbury,	4 78.4	2,100 00	416 15	2,516 15	526	-
36	61	Attleborough,	4 78.2	4,404 59	-	-	921	150 00
77	62	Sherborn,	4 76.7	1,025 00	-	-	215	-
55	63	Carlisle,	4 76.2	600 00	-	-	126	-
46	64	Bolton,	4 74.3	1,200 00	-	-	253	-
58	65	Salem,	4 73.3	20,057 00	200 00	20257 00	4,280	-
84	66	Sharon,	4 72.6	1,000 00	120 00	1,120 00	237	-
123	67	Lunenburg,	4 70.6	1,200 00	-	-	255	-
56	68	South Scituate,	4 69.6	1,700 00	-	-	362	-
70	69	Fitchburg,	4 67.2	4,700 00	-	-	1,006	-
145	70	Saugus,	4 65.8	1,500 00	-	-	322	-
108	71	Harvard,	4 62.3	1,300 00	36 00	1,336 00	289	-
73	72	Chelmsford,	4 58.7	2,000 00	-	-	436	120 00
124	73	Weymouth,	4 57.3	5,200 00	-	-	1,137	-
51	74	N. Braintree,	4 57.1	800 00	-	-	175	9 00
65	75	Lancaster,	4 54.5	1,600 00	-	-	352	-
103	76	Barre,	4 54.5	2,600 00	-	-	572	-
169	77	Dracut,	4 53.1	1,400 00	-	-	309	42 00
63	78	Woburn,	4 51.8	4,174 33	-	-	924	52 66
69	79	Boxford,	4 51	900 00	51 72	951 72	211	-
76	80	Gloucester,	4 45	7,800 00	-	-	1,753	-
120	81	Newburyport,	4 44.8	10,000 00	-	-	2,248	-

## SCHOOL RETURNS—1853-4.

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For 1852-3.	For 1853-4.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
114	82	Newbury,	\$4 44.4	\$1,200 00	-	-	270	-
44	83	Medway,	4 44.1	2,700 00	-	-	608	-
68	84	Northampton,	4 42.9	5,000 00	-	-	1,129	\$50 00
148	85	Athol,	4 39	1,800 00	-	-	410	-
97	86	Granby,	4 38	850 00	-	-	194	20 00
92	87	Billerica,	4 36	1,500 00	-	-	344	-
137	88	South Hadley,	4 35.9	1,700 00	-	-	390	84 00
54	89	Abington,	4 35 5	5,000 00	-	-	1,148	-
66	90	Tewksbury,	4 34.8	1,000 00	-	-	230	28 00
81	91	Fall River,	4 34.6	12,000 00	-	-	2,761	-
75	92	Haverhill,	4 33.5	5,500 00	\$521 17	\$6021 17	1,389	65 00
102	93	Essex,	4 33.3	1,300 00	-	-	300	-
111	94	Hull,	4 32.2	268 00	-	-	62	-
118	95	Brimfield,	4 29.7	1,100 00	-	-	256	58 00
*	96	Lakeville,	4 29.2	1,000 00	-	-	233	76 00
85	97	Manchester,	4 29	1,600 00	-	-	373	-
94	98	Shirley,	4 28.6	1,200 00	-	-	280	-
78	99	Greenfield,	4 26.3	2,400 00	-	-	563	-
*	100	North Reading,	4 18.6	900 00	-	-	215	-
60	101	Clinton,	4 17.4	2,316 53	-	-	555	-
80	102	Dunstable,	4 16.7	450 00	-	-	108	60 00
156	103	Beverly,	4 12.8	4,500 00	-	-	1,090	-
93	104	Brookfield,	4 07.3	1,300 00	76 74	1,376 74	338	-
113	105	Hanson,	4 05.4	900 00	-	-	222	50 00
116	106	Methuen,	4 05.4	1,800 00	-	-	444	-
67	107	Wayland,	4 03.6	900 00	-	-	223	-
166	108	Grafton,	4 01.6	3,000 00	-	-	747	28 50
248	109	Georgetown,	4 00.4	1,200 00	245 46	1,445 46	361	-
163	110	Millbury,	4 00	2,200 00	-	-	550	-
109	111	Needham,	3 99.5	1,510 00	-	-	378	45 25
181	112	Amherst,	3 99.4	2,500 00	-	-	626	-
194	113	Erving,	3 99	350 00	53 00	403 00	101	-
71	114	Ware,	3 96.5	2,700 00	-	-	681	-
176	115	Middlefield,	3 96	500 00	90 00	590 00	149	472 00
110	116	Sunderland,	3 94.1	800 00	-	-	203	140 00
149	117	Canton,	3 93.7	2,500 00	-	-	635	99 00
106	118	Paxton,	3 93.1	600 00	39 08	639 08	160	-
130	119	Stowe,	3 90.1	1,100 00	-	-	282	-
141	120	Ashland,	3 89.7	1,130 00	-	-	290	-
125	121	Hamilton,	3 84.6	600 00	-	-	156	-
192	122	Sterling,	3 84.6	1,500 00	-	-	390	24 00
117	123	Royalston,	3 83.4	1,200 00	-	-	313	36 03
133	124	Leominster,	3 83.3	2,227 00	-	-	581	52 00
139	125	Marshfield,	3 81.9	1,400 00	-	-	364	15 00
202	126	Falmouth,	3 78.9	1,800 00	321 81	2,121 81	560	244 00
86	127	Northborough,	3 78.8	1,000 00	-	-	264	-
134	128	Holliston,	3 78	2,200 00	-	-	582	-
100	129	Westford,	3 75	1,200 00	-	-	320	-

\* Newly incorporated.

For 1852-3.	For 1853-4.	TOWNS.	Sum appropriated to towns each year, between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
140	130	Deerfield,	\$3 75	\$1,897 50	-	-	506	\$406 00
209	131	Eastham,	3 75	580 00	\$50 00	\$630 00	168	40 00
207	132	Sandisfield,	3 74.7	900 00	201 75	1,101 75	294	649 00
91	133	Milford,	3 74.1	4,500 00	-	-	1,203	40 00
159	134	Westport,	3 73.6	2,000 00	248 18	2,248 18	602	640 00
101	135	W. Bridgewater,	3 72.7	1,200 00	-	-	322	38 00
167	136	Stoughton,	3 72.2	3,000 00	-	-	806	-
83	137	Pembroke,	3 71.6	1,000 00	152 00	1,152 00	310	-
96	138	Hopkinton,	3 71.5	2,500 00	-	-	673	100 00
121	139	Petersham,	3 71.5	1,200 00	-	-	323	-
168	140	Warren,	3 71.5	1,200 00	-	-	323	64 00
152	141	Marblehead,	3 70.6	6,000 00	-	-	1,619	-
177	142	Wenham,	3 70.4	800 00	-	-	216	-
82	143	Shrewsbury,	3 70.4	1,000 00	-	-	270	10 00
89	144	Plainfield,	3 70.4	600 00	-	-	162	181 00
107	145	Hanover,	3 69.2	1,200 00	-	-	325	75 00
52	146	Taunton,	3 67.6	9,800 00	-	-	2,666	-
136	147	Middleborough,	3 64.1	3,000 00	-	-	824	577 00
105	148	Edgartown,	3 64.1	1,500 00	-	-	412	62 00
155	149	Princeton,	3 62.3	1,000 00	-	-	276	84 00
119	150	Wrentham,	3 62.3	2,250 00	341 80	2,591 80	715	20 00
79	151	Tyngsborough,	3 62	742 00	-	-	205	-
144	152	Halifax,	3 61.4	600 00	-	-	166	97 00
129	153	Pittsfield,	3 61	5,000 00	-	-	1,385	150 00
162	154	Warwick,	3 56.9	724 50	-	-	203	-
115	155	Amesbury,	3 55.9	2,000 00	-	-	562	-
165	156	Barnstable,	3 55.5	3,000 00	1098 90	4,098 90	1,153	500 00
127	157	Bridgewater,	3 52.1	2,000 00	-	-	568	108 00
183	158	Westhampton,	3 51.6	450 00	-	-	128	245 00
197	159	Monterey,	3 51.4	400 00	67 40	467 40	133	-
150	160	Phillipston,	3 50.9	600 00	-	-	171	-
151	161	Medfield,	3 50	700 00	-	-	200	-
171	162	Greenwich,	3 48.8	600 00	-	-	172	40 50
99	163	Rowley,	3 48.3	700 00	-	-	201	-
95	164	Douglas,	3 48.3	1,200 00	144 28	1,344 28	386	34 00
88	165	Buckland,	3 47.7	1,077 75	-	-	310	81 00
126	166	Foxborough,	3 46.5	1,400 00	-	-	404	-
198	167	Charlton,	3 45.7	1,400 00	-	-	405	24 00
172	168	Ipswich,	3 45.5	2,401 00	-	-	695	-
173	169	Dartmouth,	3 44.1	3,000 00	-	-	875	650 00
245	170	Somerset,	3 42.5	1,000 00	-	-	292	-
157	171	Ashby,	3 39.6	900 00	-	-	265	-
203	172	Lanesborough,	3 38.4	800 00	154 20	954 20	282	600 00
184	173	Mendon,	3 37.3	800 00	127 44	927 44	275	-
254	174	Upton,	3 37.1	1,200 00	-	-	356	-
264	175	Goshen,	3 36.5	350 00	-	-	104	131 66
206	176	Westborough,	3 36.1	1,600 00	-	-	476	-
154	177	Westminster,	3 34.8	1,500 00	-	-	448	-



## SCHOOL RETURNS—1853-4.

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For 1852-3.	For 1853-4.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
223 178		Dudley,	\$3 34.4	\$1,000 00	—	—	299	\$15 00
255 179		N. Brookfield,	3 34.1	1,500 00	—	—	449	—
196 180		Dighton,	3 32.9	1,075 00	\$100 00	\$1175 00	353	50 00
143 181		Montague,	3 29.2	1,000 00	172 00	1,172 00	356	250 00
217 182		Oakham,	3 28.6	700 00	—	—	213	—
138 183		Ashburnham,	3 28.2	1,500 00	—	—	457	—
214 184		Northbridge,	3 27.5	1,500 00	—	—	458	104 33
112 185		Webster,	3 27.3	2,000 00	—	—	611	—
164 186		Groton,	3 26.8	2,000 00	—	—	612	—
160 187		Bellingham,	3 25.5	800 00	140 63	940 63	289	16 00
153 188		Lee,	3 23.2	2,649 89	—	—	820	600 00
170 189		Rowe,	3 22.6	500 00	—	—	155	40 00
212 190		Winchendon,	3 21.8	1,400 00	—	—	435	—
178 191		Otis,	3 21.8	650 00	—	—	202	407 00
210 192		Pawtucket,	3 21.8	2,800 00	—	—	870	—
271 193		Stoneham,	3 21.1	1,400 00	—	—	436	—
182 194		Rutland,	3 19.1	900 00	—	—	282	—
221 195		Heath,	3 19.1	600 00	—	—	188	332 00
174 196		Franklin,	3 19.1	1,200 00	—	—	376	18 00
241 197		Wareham,	3 19.1	2,400 00	—	—	752	30 00
200 198		Andover,	3 18.2	4,500 00	—	—	1,414	—
175 199		Rockport,	3 18.1	2,500 00	—	—	786	—
188 200		New Salem,	3 17.5	1,000 00	—	—	315	—
187 201		Auburn,	3 15.8	600 00	—	—	190	—
158 202		Westfield,	3 15.8	3,000 00	—	—	950	377 00
231 203		Monson,	3 15.6	1,600 00	—	—	507	514 04
237 204		Norton,	3 14.1	1,200 00	—	—	382	—
278 205		Blackstone,	3 13.6	2,500 00	287 56	2,787 56	889	112 42
267 206		W. Brookfield,	3 13.6	900 00	—	—	287	—
147 207		Brewster,	3 13.5	1,000 00	—	—	319	25 00
201 208		Cummington,	3 12.5	600 00	150 00	750 00	240	550 00
208 209		Marlborough,	3 12	2,220 00	—	—	709	—
179 210		Acton,	3 11.6	1,100 00	—	—	353	—
250 211		Palmer,	3 11.1	2,525 00	19 50	2,544 50	818	107 50
74 212		Scituate,	3 09.9	1,500 00	—	—	484	—
193 213		Raynham,	3 09.6	1,000 00	—	—	323	—
131 214		Burlington,	3 09.3	300 00	—	—	97	—
319 215		Pelham,	3 08.6	500 00	—	—	162	36 25
222 216		Seekonk,	3 07.5	1,200 00	242 00	1,442 00	469	257 76
195 217		Gill,	3 06.7	500 00	—	—	163	277 00
132 218		Montgomery,	3 03	300 00	—	—	99	156 00
227 219		Peru,	3 03	300 00	—	—	99	332 76
189 220		Sutton,	3 02.4	1,500 00	—	—	496	—
191 221		Braintree,	3 02.2	2,200 00	—	—	728	400 00
294 222		Marion,	3 01.5	600 00	—	—	199	—
142 223		Tisbury,	3 01.5	1,200 00	—	—	398	—
185 224		Egremont,	3 00.5	625 00	—	—	208	238 18
122 225		Pepperell,	3 00.3	1,000 00	—	—	333	30 00

## BOARD OF EDUCATION.

For 1892-3.	For 1893-4.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
180	226	Whately,	\$2 99.5	\$650 00	-	-	217	\$98 00
226	227	Templeton,	2 99.4	1,500 00	-	-	501	-
273	228	N. Marlboro',	2 99.3	750 00	\$327 55	\$1077 55	360	451 50
243	229	Middleton,	2 98.6	630 00	-	-	211	-
275	230	Freetown,	2 97.6	1,000 00	-	-	336	24 75
211	231	Williamsburg,	2 96.7	1,000 00	-	-	337	108 00
262	232	Rochester,	2 96.7	2,000 00	-	-	674	186 00
216	233	Wales,	2 94.1	400 00	-	-	136	38 50
289	234	Wellfleet,	2 93.4	1,500 00	90 00	1,590 00	542	333 90
220	235	Ludlow,	2 93	800 00	-	-	273	319 51
290	236	Berkley,	2 92.7	600 00	-	-	205	132 00
204	237	Orange,	2 92.6	1,100 00	-	-	376	-
215	238	Shelburne,	2 90.9	800 00	-	-	275	400 00
190	239	Enfield,	2 90.5	700 00	-	-	241	-
186	240	Easton,	2 90.1	1,500 00	-	-	517	80 00
225	241	Wilbraham,	2 89	1,300 00	133 01	1,433 01	496	700 00
239	242	W. Newbury,	2 88.9	1,150 00	-	-	398	32 00
260	243	N. Bridgewater,	2 87.6	3,000 00	-	-	1,043	148 88
228	244	Salisbury,	2 86.5	2,000 00	-	-	698	-
266	245	Groveland,	2 85.9	786 25	-	-	275	-
213	246	Easthampton,	2 85.7	700 00	-	-	245	275 00
240	247	Townsend,	2 82.4	1,200 00	-	-	425	70 83
229	248	Sandwich,	2 82	3,000 00	374 95	3,374 95	1,197	158 00
232	249	Southborough,	2 80.4	900 00	-	-	321	40 87
300	250	Sturbridge,	2 79.9	1,500 00	-	-	536	157 00
287	251	Randolph,	2 78.6	3,000 00	-	-	1,077	-
261	252	Hubbardston,	2 78.3	1,272 00	-	-	457	-
234	253	Shutesbury,	2 77.8	600 00	-	-	216	120 00
199	254	Lynnfield,	2 77.8	600 00	-	-	216	20 00
310	255	Leicester,	2 76.5	1,460 00	-	-	528	-
98	256	Wilmington,	2 75.3	625 00	-	-	227	-
265	257	Holland,	2 74	200 00	-	-	73	65 40
253	258	Rehoboth,	2 73.2	1,000 00	139 35	1,139 35	417	264 25
161	259	Tolland,	2 72	250 00	71 00	321 00	118	-
233	260	Russell,	2 70.3	300 00	-	-	111	214 00
230	261	Plympton,	2 70.3	600 00	-	-	222	160 00
244	262	Boylston,	2 70.3	600 00	-	-	222	20 00
238	263	Northfield,	2 67.2	1,000 00	66 00	1,066 00	399	90 00
242	264	Chilmark,	2 66.7	400 00	-	-	150	-
268	265	Belchertown,	2 64	1,600 00	-	-	606	276 00
246	266	Bradford,	2 63.7	741 00	-	-	281	-
303	267	Alford,	2 63.2	300 00	-	-	114	127 00
205	268	Berlin,	2 63.2	500 00	-	-	190	-
281	269	Mansfield,	2 62.5	1,105 12	-	-	421	100 00
274	270	Chester,	2 62.3	800 00	-	-	305	582 75
316	271	Richmond,	2 61.8	500 00	-	-	191	395 42
252	272	W. Stockbridge	2 61.3	700 00	123 00	823 00	315	270 07
291	273	Sudbury,	2 60.4	880 00	-	-	338	1 50

## SCHOOL RETURNS—1853-4.

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For 1852-3.	For 1853-4.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
256 274		Holden,	\$2 58 6	\$1,200 00	-	-	464	\$35 00
247 275		E. Bridgewater,	2 57.7	1,500 00	-	-	582	58 00
269 276		Southbridge,	2 54.8	1,600 00	-	-	628	-
224 277		Southampton,	2 54.4	500 00	\$105 58	\$605 58	238	-
306 278		W. Springfield,	2 54.2	1,800 00	-	-	708	683 75
295 279		Blandford,	2 52.9	600 00	194 16	794 16	314	668 59
218 280		Topsfield,	2 48.2	700 00	-	-	282	-
320 281		Truro,	2 47.6	1,300 00	-	-	525	-
146 282		W. Boylston,	2 47.3	900 00	-	-	364	-
259 283		Oxford,	2 46.7	1,500 00	-	-	608	125 00
219 284		Cheshire,	2 45.6	700 00	-	-	285	606 69
257 285		Conway,	2 44	991 75	-	-	406	617 00
272 286		Gardner,	2 43.9	1,000 00	-	-	410	-
282 287		Dana,	2 43.1	440 00	-	-	181	146 00
299 288		Hawley,	2 42.7	500 00	-	-	206	254 67
284 289		Becket,	2 42.6	600 00	52 50	652 50	269	675 25
283 290		Ashfield,	2 40.8	850 00	-	-	353	552 34
305 291		Hinsdale,	2 40.7	650 00	-	-	270	320 92
292 292		Worthington,	2 38.7	500 00	146 98	646 98	271	678 41
317 293		Granville,	2 37.7	500 00	175 00	675 00	284	536 00
280 294		Orleans,	2 37.6	1,100 00	-	-	463	227 00
307 295		Gt. Barrington,	2 35.4	1,500 00	218 40	1,718 40	730	800 00
293 296		Coleraine,	2 28.8	1,000 00	-	-	437	666 00
312 297		Stockbridge,	2 27.8	1,000 00	-	-	439	140 00
279 298		Uxbridge,	2 25.9	1,500 00	221 00	1,721 00	762	-
251 299		Charlemont,	2 25.6	600 00	-	-	266	200 00
297 300		Williamstown,	2 24.6	1,500 00	-	-	668	365 00
296 301		Dalton,	2 22.2	600 00	-	-	270	93 00
309 302		Bernardston,	2 21.2	500 00	-	-	226	169 00
313 303		Windsor,	2 20.3	500 00	-	-	227	380 00
270 304		Swanzy,	2 19	600 00	-	-	274	264 00
249 305		Hancock,	2 18.6	365 00	-	-	167	525 00
314 306		Chesterfield,	2 17.4	500 00	-	-	230	403 37
288 307		Spencer,	2 17	1,200 00	-	-	553	18 00
304 308		Florida,	2 09.6	350 00	-	-	167	141 50
322 309		Mt. Washington	2 08.3	150 00	-	-	72	-
263 310		Carver,	2 06.2	600 00	-	-	291	270 00
311 311		Savoy,	2 00	402 00	-	-	201	306 00
308 312		Washington,	1 99.1	450 00	-	-	226	267 00
286 313		Tyringham,	1 99	400 00	-	-	201	300 00
302 314		Prescott,	1 97.7	350 00	-	-	177	155 00
236 315		Monroe,	1 97.2	94 50	12 00	106 50	54	-
277 316		Wendell,	1 96.5	450 00	-	-	229	-
276 317		Chatham,	1 87.3	1,000 00	-	-	534	686 98
298 318		Leverett,	1 86.9	400 00	-	-	214	150 75
235 319		Sheffield,	1 86.7	1,000 00	152 05	1,152 05	617	23 00
318 320		Clarksburg,	1 85.2	200 00	-	-	108	243 75

BOARD OF EDUCATION.

For 1852-3.	For 1853-4.	TOWNS.	Sum appropriated by towns for each child, between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
315	321	Lenox,	\$1 84.2	\$700 00	-	-	380	\$470 00
325	322	New Ashford,	1 81.8	100 00	-	-	55	78 00
285	323	Norwich,	1 80.2	400 00	-	-	222	328 00
323	324	Dennis,	1 79.6	1,500 00	-	-	835	1237 40
321	325	Harwich,	1 55.8	1,500 00	-	-	963	1327 16
310	326	Adams,	1 50	2,020 50	-	-	1,347	274 00
258	327	Leyden,	} No	returns.				
324	328	Southwick,						

## GRADUATED TABLES—FIRST SERIES.

*Tables, showing the Comparative Amount of Money appropriated by the different Towns in each of the Counties in the State, for the education of each Child in the town between the ages of 5 and 15 years.*

## SUFFOLK COUNTY.

For 1852-3.	For 1853-4.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	BOSTON,	\$8 40.1	\$203,326 55	—	—	24204	—
2	2	Winthrop,	7 69.2	400 00	—	—	52	—
4	3	North Chelsea,	7 20	900 00	—	—	125	—
3	4	Chelsea,	6 02.8	9,000 00	—	—	1,493	—

## ESSEX COUNTY.

*	1	NAHANT,	17 07.3	700 00	—	—	41	—
3	2	Lynn,	6 45.9	18,500 00	—	—	2,864	—
1	3	Lawrence,	5 88.6	11,000 00	—	—	1,869	—
9	4	Danvers,	5 70.4	9,702 00	\$600 00	\$10302 00	1,806	—
2	5	Swampscott,	5 64.5	1,400 00	—	—	248	—
4	6	Salem,	4 73.3	20,057 00	200 00	20,257 00	4,280	—
17	7	Saugus,	4 65.8	1,500 00	—	—	322	—
5	8	Boxford,	4 51	900 00	51 72	951 72	211	—
7	9	Gloucester,	4 45	7,800 00	—	—	1,753	—
15	10	Newburyport,	4 44.8	10,000 00	—	—	2,248	—
12	11	Newbury,	4 44.4	1,200 00	—	—	270	—
6	12	Haverhill,	4 33.5	5,500 00	521 17	6,021 17	1,389	\$65 00
11	13	Essex,	4 33.3	1,300 00	—	—	300	—
8	14	Manchester,	4 29	1,600 00	—	—	373	—
19	15	Beverly,	4 12.8	4,500 00	—	—	1,090	—
14	16	Methuen,	4 05.4	1,800 00	—	—	444	—
30	17	Georgetown,	4 00.4	1,200 00	245 46	1,445 46	361	—
16	18	Hamilton,	3 84.6	600 00	—	—	156	—
18	19	Marblehead,	3 70.6	6,000 00	—	—	1,619	—
22	20	Wenham,	3 70.4	800 00	—	—	216	—
13	21	Amesbury,	3 55.9	2,000 00	—	—	562	—
10	22	Rowley,	3 48.3	700 00	—	—	201	—

\* Newly incorporated.

## BOARD OF EDUCATION.

## ESSEX COUNTY—CONTINUED.

For 1882-3.	For 1883-4.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
20	23	Ipswich,	\$3 45.5	\$2,401 00	-	-	695	-
24	24	Andover,	3 18.2	4,500 00	-	-	1,414	-
21	25	Rockport,	3 18.1	2,500 00	-	-	786	-
28	26	Middleton,	2 98.6	630 00	-	-	211	-
27	27	West Newbury,	2 88.9	1,150 00	-	-	398	\$32 00
26	28	Salisbury,	2 86.5	2,000 00	-	-	698	-
31	29	Groveland,	2 85.9	786 25	-	-	275	-
23	30	Lynnfield,	2 77.8	600 00	-	-	216	20 00
29	31	Bradford,	2 63.7	741 00	-	-	281	-
25	32	Topsfield,	2 48.2	700 00	-	-	282	-

## MIDDLESEX COUNTY.

1	1	WINCHESTER,	9 32.8	2,500 00	-	-	268	25 00
5	2	Brighton,	8 21.1	3,900 00	-	-	475	-
2	3	Somerville,	8 14.6	7,185 00	-	-	882	-
3	4	Concord,	8 01.7	2,750 00	-	-	343	-
7	5	Cambridge,	7 66.6	25,627 47	-	-	3,343	-
4	6	Lowell,	7 64.1	45,000 00	-	-	5,889	-
8	7	W. Cambridge,	7 24.6	2,500 00	-	-	345	50 00
6	8	Charlestown,	7 20.7	24,900 00	-	-	3,455	-
13	9	Newton,	6 89.7	7,000 00	-	-	1,015	50 00
15	10	Lincoln,	6 66.7	800 00	-	-	120	220 80
10	11	Waltham,	6 52.4	5,800 00	-	-	889	-
9	12	Lexington,	6 49.4	2,500 00	-	-	385	-
14	13	Littleton,	6 40.2	1,050 00	-	-	164	-
11	14	Watertown,	6 29.1	3,800 00	-	-	604	-
18	15	Boxborough,	6 02.4	500 00	-	-	83	18 00
16	16	Malden,	5 92.1	4,300 00	-	-	726	-
23	17	Natick,	5 58.4	3,300 00	-	-	591	-
21	18	Framingham,	5 56.3	4,300 00	-	-	773	-
12	19	Medford,	5 51.1	4,800 00	-	-	871	-
37	20	Melrose,	5 46.3	1,813 64	-	-	332	-
20	21	Weston,	5 09.3	1,100 00	-	-	216	-
17	22	South Reading,	5 08.1	2,500 00	-	-	492	-
19	23	Bedford,	5 06.4	900 00	\$92 63	\$992 63	196	-
31	24	Reading,	4 81.9	2,000 00	-	-	415	-
28	25	Sherborn,	4 76.7	1,025 00	-	-	215	-
22	26	Carlisle,	4 76.2	600 00	-	-	126	-
27	27	Chelmsford,	4 58.7	2,000 00	-	-	436	120 00
45	28	Dracut,	4 53.1	1,400 00	-	-	309	42 00
24	29	Woburn,	4 51.8	4,174 33	-	-	924	52 66
32	30	Billerica,	4 36	1,500 00	-	-	344	-
25	31	Tewksbury,	4 34.8	1,000 00	-	-	230	28 00
33	32	Shirley,	4 28.6	1,200 00	-	-	280	-

# SCHOOL RETURNS—1853-4.

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## MIDDLESEX COUNTY—CONTINUED.

For 1852-3.	For 1853-4.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
*	33	North Reading,	\$4 18.6	\$900 00	-	-	215	-
30	34	Dunstable,	4 16.7	450 00	-	-	108	\$60 00
26	35	Wayland,	4 03.6	900 00	-	-	223	-
39	36	Stowe,	3 90.1	1,100 00	-	-	282	-
42	37	Ashland,	3 89.7	1,130 00	-	-	290	-
41	38	Holliston,	3 78	2,200 00	-	-	582	-
36	39	Westford,	3 75	1,200 00	-	-	320	-
34	40	Hopkinton,	3 71.5	2,500 00	-	-	673	100 00
29	41	Tyngsborough,	3 62	742 00	-	-	205	-
43	42	Ashby,	3 39.6	900 00	-	-	265	-
44	43	Groton,	3 26.8	2,000 00	-	-	612	-
49	44	Stoneham,	3 21.1	1,400 00	-	-	436	-
47	45	Marlborough,	3 12	2,220 00	-	-	709	-
46	46	Acton,	3 11.6	1,100 00	-	-	353	-
40	47	Burlington,	3 09.3	300 00	-	-	97	-
38	48	Pepperell,	3 00.3	1,000 00	-	-	333	30 00
48	49	Townsend,	2 82.4	1,200 00	-	-	425	70 83
35	50	Wilmington,	2 75.3	625 00	-	-	227	-
50	51	Sudbury,	2 60.4	880 00	-	-	338	1 50

## WORCESTER COUNTY.

1	1	WORCESTER,	6 03.9	20,000 00	-	-	3,312	-
4	2	Hardwick,	5 45.4	1,500 00	-	-	275	-
2	3	Bolton,	4 74.3	1,200 00	-	-	253	-
19	4	Lunenburg,	4 70.6	1,200 00	-	-	255	-
7	5	Fitchburg,	4 67.2	4,700 00	-	-	1,006	-
15	6	Harvard,	4 62.3	1,300 00	\$36 00	\$1,336 00	289	-
3	7	N. Braintree,	4 57.1	800 00	-	-	175	9 00
6	8	Lancaster,	4 54.5	1,600 00	-	-	352	-
13	9	Barre,	4 54.5	2,600 00	-	-	572	-
23	10	Athol,	4 39	1,800 00	-	-	410	-
5	11	Clinton,	4 17.4	2,316 53	-	-	555	-
11	12	Brookfield,	4 07.3	1,300 00	76 74	1,376 74	338	-
28	13	Grafton,	4 01.6	3,000 00	-	-	747	28 50
27	14	Millbury,	4 00	2,200 00	-	-	550	-
14	15	Paxton,	3 93.1	600 00	39 08	639 08	160	-
34	16	Sterling,	3 84.6	1,500 00	-	-	390	24 00
17	17	Royalston,	3 83.4	1,200 00	-	-	313	36 03
20	18	Leominster,	3 83.3	2,227 00	-	-	581	52 00
9	19	Northborough,	3 78.8	1,000 00	-	-	264	-
10	20	Milford,	3 74.1	4,500 00	-	-	1,203	40 00
18	21	Petersham,	3 71.5	1,200 00	-	-	323	-
29	22	Warren,	3 71.5	1,200 00	-	-	323	64 00

\* Newly incorporated.

## BOARD OF EDUCATION.

## WORCESTER COUNTY—CONTINUED.

For 1892-3.	For 1893-4.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
8	23	Shrewsbury,	\$3 70.4	\$1,000 00	-	-	270	\$10 00
26	24	Princeton,	3 62.3	1,000 00	-	-	276	84 00
24	25	Phillipston,	3 50.9	600 00	-	-	171	-
12	26	Douglas,	3 48.3	1,200 00	\$144 28	\$1,344 28	386	34 00
35	27	Charlton,	3 45.7	1,400 00	-	-	405	24 00
31	28	Mendon,	3 37.3	800 00	127 44	927 44	275	-
45	29	Upton,	3 37.1	1,200 00	-	-	356	-
37	30	Westborough,	3 36.1	1,600 00	-	-	476	-
25	31	Westminster,	3 34.8	1,500 00	-	-	448	-
41	32	Dudley,	3 34.4	1,000 00	-	-	299	15 00
46	33	N. Brookfield,	3 34.1	1,500 00	-	-	449	-
40	34	Oakham,	3 28.6	700 00	-	-	213	-
21	35	Ashburnham,	3 28.2	1,500 00	-	-	457	-
39	36	Northbridge,	3 27.5	1,500 00	-	-	458	104 33
16	37	Webster,	3 27.3	2,000 00	-	-	611	-
38	38	Winchendon,	3 21.8	1,400 00	-	-	435	-
30	39	Rutland,	3 19.1	900 00	-	-	282	-
32	40	Auburn,	3 15.8	600 00	-	-	190	-
53	41	Blackstone,	3 13.6	2,500 00	287 56	2,787 56	889	112 42
50	42	W. Brookfield,	3 13.6	900 00	-	-	287	-
33	43	Sutton,	3 02.4	1,500 00	-	-	496	-
42	44	Templeton,	2 99.4	1,500 00	-	-	501	-
43	45	Southborough,	2 80.4	900 00	-	-	321	40 87
57	46	Sturbridge,	2 79.9	1,500 00	-	-	536	157 00
49	47	Hubbardston,	2 78.3	1,272 00	-	-	457	-
58	48	Leicester,	2 76.5	1,460 00	-	-	528	-
44	49	Boylston,	2 70.3	600 00	-	-	222	20 00
36	50	Berlin,	2 63.2	500 00	-	-	190	-
47	51	Holden,	2 58.6	1,200 00	-	-	464	35 00
51	52	Southbridge,	2 54.8	1,600 00	-	-	628	-
22	53	W. Boylston,	2 47.3	900 00	-	-	364	-
48	54	Oxford,	2 46.7	1,500 00	-	-	608	125 00
52	55	Gardner,	2 43.9	1,000 00	-	-	410	-
55	56	Dana,	2 43.1	440 00	-	-	181	146 00
54	57	Uxbridge,	2 25.9	1,500 00	221 00	1,721 00	762	-
56	58	Spencer,	2 17	1,200 00	-	-	553	18 00

## HAMPSHIRE COUNTY.

1	1	HATFIELD,	5 10.2	1,000 00	-	-	196	-
6	2	Hadley,	4 98.8	2,100 00	-	-	421	53 00
2	3	Northampton,	4 42.9	5,000 00	-	-	1,129	50 00
5	4	Granby,	4 38	850 00	-	-	194	20 00



## SCHOOL RETURNS—1853-4.

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## HAMPSHIRE COUNTY—CONTINUED.

For 1852-3.	For 1853-4.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
7	5	South Hadley,	\$4 35.9	\$1,700 00	-	-	390	\$84 00
10	6	Amherst,	3 99.4	2,500 00	-	-	626	-
3	7	Ware,	3 96.5	2,700 00	-	-	681	-
9	8	Middlefield,	3 96	500 00	\$90 00	\$590 00	149	472 00
4	9	Plainfield,	3 70.4	600 00	-	-	162	181 00
11	10	Westhampton,	3 51.6	450 00	-	-	128	245 00
8	11	Greenwich,	3 48.8	600 00	-	-	172	40 50
17	12	Goshen,	3 36.5	350 00	-	-	104	131 66
13	13	Cummington,	3 12.5	600 00	150 00	750 00	240	550 00
23	14	Pelham,	3 08.6	500 00	-	-	162	36 25
14	15	Williamsburg,	2 96.7	1,000 00	-	-	337	108 00
12	16	Enfield,	2 90.5	700 00	-	-	241	-
15	17	E. Hampton,	2 85.7	700 00	-	-	245	275 00
18	18	Belchertown,	2 64	1,600 00	-	-	606	276 00
16	19	Southampton,	2 54.4	500 00	105 58	605 58	238	-
20	20	Worthington,	2 38.7	500 00	146 98	646 98	271	678 41
22	21	Chesterfield,	2 17.4	500 00	-	-	230	403 37
21	22	Prescott,	1 97.7	350 00	-	-	177	155 00
19	23	Norwich,	1 80.2	400 00	-	-	222	328 00

## HAMPDEN COUNTY.

3	1	CHICOPEE,	5 87.5	7,553 87	600 00	8,153 87	1,388	-
1	2	Springfield,	5 71.4	12,000 00	874 82	12,874 82	2,253	-
2	3	Longmeadow,	5 62.2	1,400 00	-	-	249	-
4	4	Holyoke,	4 92.5	3,200 00	-	-	650	500 00
5	5	Brimfield,	4 29.7	1,100 00	-	-	256	58 00
7	6	Westfield,	3 15.8	3,000 00	-	-	950	377 00
12	7	Monson,	3 15.6	1,600 00	-	-	507	514 04
14	8	Palmer,	3 11.1	2,525 00	19 50	2,544 50	818	107 50
6	9	Montgomery,	3 03	300 00	-	-	99	156 00
9	10	Wales,	2 94.1	400 00	-	-	136	38 50
10	11	Ludlow,	2 93	800 00	-	-	273	319 51
11	12	Wilbraham,	2 89	1,300 00	133 01	1,433 01	496	700 00
15	13	Holland,	2 74	200 00	-	-	73	65 40
8	14	Tolland,	2 72	250 00	71 00	321 00	118	-
13	15	Russell,	2 70.3	300 00	-	-	111	214 00
16	16	Chester,	2 62.3	800 00	-	-	305	582 75
18	17	W. Springfield,	2 54.2	1,800 00	-	-	708	683 75
17	18	Blandford,	2 52.9	600 00	194 16	794 16	314	668 59
19	19	Granville,	2 37.7	500 00	175 00	675 00	284	536 00
		Southwick,	No	returns.				

## BOARD OF EDUCATION.

## FRANKLIN COUNTY.

For 1852-3.	For 1853-4.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	GREENFIELD,	\$4 26.3	\$2,400 00	-	-	563	-
10	2	Erving,	3 99	350 00	\$53 00	\$403 00	101	-
3	3	Sunderland,	3 94.1	800 00	-	-	203	\$140 00
4	4	Deerfield,	3 75	1,897 50	-	-	506	406 00
6	5	Warwick,	3 56.9	724 50	-	-	203	-
2	6	Buckland,	3 47.7	1,077 75	-	-	310	81 00
5	7	Montague,	3 29.2	1,000 00	172 00	1,172 00	356	250 00
7	8	Rowe,	3 22.6	500 00	-	-	155	40 00
14	9	Heath,	3 19.1	600 00	-	-	188	332 00
9	10	New Salem,	3 17.5	1,000 00	-	-	315	-
11	11	Gill,	3 06.7	500 00	-	-	163	277 00
8	12	Whately,	2 99.5	650 00	-	-	217	98 00
12	13	Orange,	2 92.6	1,100 00	-	-	376	-
13	14	Shelburne,	2 90.9	800 00	-	-	275	400 00
15	15	Shutesbury,	2 77.8	600 00	-	-	216	120 00
17	16	Northfield,	2 67.2	1,000 00	66 00	1,066 00	399	90 00
19	17	Conway,	2 44	991 75	-	-	406	617 00
25	18	Hawley,	2 42.7	500 00	-	-	206	254 67
22	19	Ashfield,	2 40.8	850 00	-	-	353	552 34
23	20	Coleraine,	2 28.8	1,000 00	-	-	437	666 00
18	21	Charlemont,	2 25.6	600 00	-	-	266	200 00
26	22	Bernardston,	2 21.2	500 00	-	-	226	169 00
16	23	Monroe,	1 97.2	94 50	12 00	106 50	54	-
21	24	Wendell,	1 96.5	450 00	-	-	229	-
24	25	Leverett,	1 86.9	400 00	-	-	214	150 75
20	26	Leyden,	No	returns.	-	-	-	-

## BERKSHIRE COUNTY.

7	1	SANDISFIELD,	3 74.7	900 00	201 75	1,101 75	294	649 00
1	2	Pittsfield,	3 61	5,000 00	-	-	1,385	150 00
5	3	Monterey,	3 51.4	400 00	67 40	467 40	133	-
6	4	Lanesborough,	3 38.4	800 00	154 20	954 20	282	600 00
2	5	Lee,	3 23.2	2,649 89	-	-	820	600 00
3	6	Otis,	3 21.8	650 00	-	-	202	407 00
9	7	Peru,	3 03	300 00	-	-	99	332 76
4	8	Egremont,	3 00.5	625 00	-	-	208	238 18
13	9	N. Marlboro',	2 99.3	750 00	327 55	1,077 55	360	451 50
18	10	Alford,	2 63.2	300 00	-	-	114	127 00
23	11	Richmond,	2 61.8	500 00	-	-	191	395 42
12	12	W. Stockbridge	2 61.3	700 00	123 00	823 00	315	270 07
8	13	Cheshire,	2 45.6	700 00	-	-	285	606 69
14	14	Becket,	2 42.6	600 00	52 50	652 50	269	675 25

# SCHOOL RETURNS—1853-4.

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## BERKSHIRE COUNTY—CONTINUED.

For 1852-3.	For 1853-4.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
20	15	Hinsdale,	\$2 40.7	650 00	-	-	270	\$320 92
21	16	Gt. Barrington,	2 35.4	\$1,500 00	\$218 40	\$1,718 40	730	800 00
25	17	Stockbridge,	2 27.8	1,000 00	-	-	439	140 00
17	18	Williamstown,	2 24.6	1,500 00	-	-	668	365 00
16	19	Dalton,	2 22.2	600 00	-	-	270	93 00
26	20	Windsor,	2 20.3	500 00	-	-	227	380 00
11	21	Hancock,	2 18.6	365 00	-	-	167	525 00
19	22	Florida,	2 09.6	350 00	-	-	167	141 50
30	23	Mt. Washington	2 08.3	150 00	-	-	72	-
24	24	Savoy,	2 00	402 00	-	-	201	306 00
22	25	Washington,	1 99.1	450 00	-	-	226	267 00
15	26	Tyringham,	1 99	400 00	-	-	201	300 00
10	27	Sheffield,	1 86.7	1,000 00	152 05	1,152 05	617	23 00
29	28	Clarksburg,	1 85.2	200 00	-	-	108	243 75
27	29	Lenox,	1 84.2	700 00	-	-	380	470 00
31	30	New Ashford,	1 81.8	100 00	-	-	55	78 00
23	31	Adams,	1 50	2,020 50	-	-	1,347	274 00

## NORFOLK COUNTY.

2	1	W. ROXBURY,	11 53.8	7,800 00	-	-	676	-
1	2	Brookline,	10 45.2	4,107 73	-	-	393	-
3	3	Dedham,	9 67.9	7,625 00	60 00	7,685 00	794	64 00
4	4	Roxbury,	8 28.2	26,891 51	-	-	3,247	-
6	5	Dorchester,	6 80.5	12,235 00	-	-	1,798	-
5	6	Milton,	6 35.6	3,000 00	-	-	472	-
7	7	Dover,	6 00	600 00	-	-	100	-
8	8	Quincy,	5 74.9	6,600 00	-	-	1,148	-
11	9	Walpole,	5 37.6	2,000 00	-	-	372	350 00
10	10	Cohasset,	5 15.8	1,800 00	-	-	349	-
12	11	Sharon,	4 72.6	1,000 00	120 00	1,120 00	237	-
15	12	Weymouth,	4 57.3	5,200 00	-	-	1,137	-
9	13	Medway,	4 44.1	2,700 00	-	-	608	-
13	14	Needham,	3 99.5	1,510 00	-	-	378	45 25
17	15	Canton,	3 93.7	2,500 00	-	-	635	99 00
20	16	Stoughton,	3 72.2	3,000 00	-	-	806	-
14	17	Wrentham,	3 62.3	2,250 00	341 80	2,591 80	715	20 00
18	18	Medfield,	3 50	700 00	-	-	200	-
16	19	Foxborough,	3 46.5	1,400 00	-	-	404	-
19	20	Bellingham,	3 25.5	800 00	140 63	940 63	289	16 00
21	21	Franklin,	3 19.1	1,200 00	-	-	376	18 00
22	22	Braintree,	3 02.2	2,200 00	-	-	728	400 00
23	23	Randolph,	2 78.6	3,000 00	-	-	1,077	-

## BOARD OF EDUCATION.

## BRISTOL COUNTY.

For 1852-3.	For 1853-4.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	N. BEDFORD,	\$8 48.8	\$29,054 59	-	-	3,423	-
2	2	Fairhaven,	5 66	6,000 00	-	-	1,060	-
3	3	Attleborough,	4 78.2	4,404 59	-	-	921	\$150 00
5	4	Fall River,	4 34.6	12,000 00	-	-	2,761	-
6	5	Westport,	3 73.6	2,000 00	\$248 18	\$2,248 18	602	640 00
4	6	Taunton,	3 67.6	9,800 00	-	-	2,666	-
7	7	Dartmouth,	3 44.1	3,000 00	-	-	875	650 00
14	8	Somerset,	3 42.5	1,000 00	-	-	292	-
10	9	Dighton,	3 32.9	1,075 00	100 00	1,175 00	353	50 00
11	10	Pawtucket,	3 21.8	2,800 00	-	-	870	-
13	11	Norton,	3 14.1	1,200 00	-	-	382	-
9	12	Raynham,	3 09.6	1,000 00	-	-	323	-
12	13	Seekonk,	3 07.5	1,200 00	242 00	1,442 00	469	257 76
17	14	Freetown,	2 97.6	1,000 00	-	-	336	24 75
19	15	Berkley,	2 92.7	600 00	-	-	205	132 00
8	16	Easton,	2 90.1	1,500 00	-	-	517	80 00
15	17	Rehoboth,	2 73.2	1,000 00	139 35	1,139 35	417	264 25
18	18	Mansfield,	2 62.5	1,105 12	-	-	421	100 00
16	19	Swansey,	2 19	600 00	-	-	274	264 00

## PLYMOUTH COUNTY.

2	1	PLYMOUTH,	5 90.6	7,760 00	-	-	1,314	-
1	2	Kingston,	5 59.2	1,633 00	-	-	292	-
6	3	Hingham,	4 78.7	3,829 69	-	-	800	-
5	4	Duxbury,	4 78.4	2,100 00	416 15	2,516 15	526	-
4	5	S. Scituate,	4 69.6	1,700 00	-	-	362	-
3	6	Abington,	4 35.5	5,000 00	-	-	1,148	-
11	7	Hull,	4 32.2	268 00	-	-	62	-
*	8	Lakeville,	4 29.2	1,000 00	-	-	233	76 00
12	9	Hanson,	4 05.4	900 00	-	-	222	50 00
15	10	Marshfield,	3 81.9	1,400 00	-	-	364	15 00
9	11	W. Bridgewater	3 72.7	1,200 00	-	-	322	38 00
8	12	Pembroke,	3 71.6	1,000 00	152 00	1,152 00	310	-
10	13	Hanover,	3 69.2	1,200 00	-	-	325	75 00
14	14	Middleboro',	3 64.1	3,000 00	-	-	824	577 00
16	15	Halifax,	3 61.4	600 00	-	-	166	97 00
13	16	Bridgewater,	3 52.1	2,000 00	-	-	568	108 00
18	17	Wareham,	3 19.1	2,400 00	-	-	752	30 00
7	18	Scituate,	3 09.9	1,500 00	-	-	484	-
*	19	Marion,	3 01.5	600 00	-	-	199	-
21	20	Rochester,	2 96.7	2,000 00	-	-	674	186 00
20	21	N. Bridgewater,	2 87.6	3,000 00	-	-	1,043	148 88
17	22	Plympton,	2 70.3	600 00	-	-	222	160 00
19	23	E. Bridgewater,	2 57.7	1,500 00	-	-	582	58 00
22	24	Carver,	2 06.2	600 00	-	-	291	270 00

\* Newly incorporated.

## SCHOOL RETURNS—1853-4.

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## BARNSTABLE COUNTY.

For 1852-3.	For 1853-4.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	PROVINCETOWN,	\$5 21.5	\$3,520 00	—	—	675	—
2	2	Yarmouth,	4 84.5	2,500 00	—	—	516	\$200 00
5	3	Falmouth,	3 78.9	1,800 00	\$321 81	\$2,121 81	560	244 00
6	4	Eastham,	3 75	580 00	50 00	630 00	168	40 00
4	5	Barnstable,	3 55.5	3,000 00	1098 90	4,098 90	1,153	500 00
3	6	Brewster,	3 13.5	1,000 00	—	—	319	25 00
10	7	Wellfleet,	2 93.4	1,500 00	90 00	1,590 00	542	333 90
7	8	Sandwich,	2 82	3,000 00	374 95	3,374 95	1,197	158 00
11	9	Truro,	2 47.6	1,300 00	—	—	525	—
9	10	Orleans,	2 37.6	1,100 00	—	—	463	227 00
8	11	Chatham,	1 87.3	1,000 00	—	—	534	686 98
13	12	Dennis,	1 79.6	1,500 00	—	—	835	1237 40
12	13	Harwich,	1 55.8	1,500 00	—	—	963	1327 16

## DUKES COUNTY.

1	1	EDGARTOWN,	3 64.1	1,500 00	—	—	412	62 00
2	2	Tisbury,	3 01.5	1,200 00	—	—	308	—
3	3	Chilmark,	2 66.7	400 00	—	—	150	—

## NANTUCKET COUNTY.

		NANTUCKET,	6 14.9	9,850 00	—	—	1,602	—
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## A GRADUATED TABLE—FIRST SERIES.

*Showing the Comparative Amount of Money appropriated by the different Counties in the State, for the Education of each Child between the ages of 5 and 15 years in the County.*

For 1852-3.	For 1853-4.	COUNTIES.	Sum appropriated by Counties for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue, and similar funds, appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	SUFFOLK,	\$8 25.6	\$213,626 55	—	\$213,626 55	25,874	—
3	2	Nantucket,	6 14.9	9,850 00	—	9,850 00	1,602	—
2	3	Middlesex,	6 06.1	196,472 44	\$92 63	196,565 07	32,429	\$868 79
4	4	Norfolk,	5 95	100,119 24	662 13	100,781 37	16,939	1,012 25
5	5	Bristol,	4 72.2	80,339 30	729 53	81,068 83	17,167	2,612 76
6	6	Essex,	4 53.3	124,767 25	1,618 35	126,385 60	27,879	117 00
7	7	Hampden,	4 07.6	39,628 87	2,067 49	41,696 36	10,230	5,930 04
8	8	Plymouth,	3 91.9	46,790 69	568 15	47,358 84	12,085	1,888 88
9	9	Worcester,	3 75.4	102,315 53	932 10	103,247 63	27,500	1,179 15
11	10	Hampshire,	3 57.8	25,700 00	492 56	26,192 56	7,321	4,087 19
10	11	Dukes,	3 22.9	3,100 00	—	3,100 00	960	62 00
13	12	Barnstable,	2 98.6	23,300 00	1,935 66	25,235 66	8,450	4,979 44
12	13	Franklin,	2 97.6	20,786 00	303 00	21,089 00	7,087	5,093 76
14	14	Berkshire,	2 52.7	26,762 39	1,296 85	28,059 24	11,102	10,230 04

## AGGREGATE FOR THE STATE.

14 Counties,	4 95.7	1,013,472 26	10,698 45	1,024,170 71	206,623	38,061 30
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## GRADUATED TABLES—SECOND SERIES.

THE next Table exhibits the appropriations of the cities and towns, as compared with their respective valuations in 1850.

The first column shows the rank of the cities and towns in a similar Table for 1852-3.

The second column indicates, in numerical order, the precedence of the cities and towns in respect to the liberality of their appropriations for 1853-4.

The third consists of the names of the cities and towns, as numerically arranged.

The fourth shows the percentage of taxable property appropriated to the support of the Public Schools. The result is equivalent in value to mills and hundredths of mills. The decimals are carried to three figures, in order to indicate more perfectly the distinction between the different towns. The first figure (mills) expresses the principal value, and is separated from the two last figures by a point.

The fifth column presents the amount of appropriations, including the sum raised by taxes, also the income of the surplus revenue, and of such funds as the towns may appropriate, at their option, either to support Common Schools or to pay ordinary municipal expenses. The income of other local funds and the voluntary contributions are not included in the estimate. The appropriations are reckoned the same as in the first series of Tables, and for the same reasons.

The sixth exhibits the amount of taxable property in each city and town according to the last State Valuation.

If the valuations in each case were an exact representation of the amount of property, or if the valuations were all too high or all too low in equal proportions, then the results in the fourth column would present a perfectly just view of the comparative liberality of the towns to their schools. Such is by no means the fact. The valuations are only approximations, more or less near, to the actual value of the property of the towns. Some towns may have a valuation much too high, as compared with their property, or as compared with other towns, owing to imperfections in the returns of the assessors, and to the uncertainty attending any mere estimate of the value of property. So far as the valuations are in different proportions to the property they represent, the conclusions based on them, as in the next Table, cannot be strictly just.

Moreover, some towns, from special advantages, increase in wealth much more rapidly than other towns, while their respective valuations remain stationary for ten years, or till 1860. This unequal advance in property renders comparisons that are founded on valuations merely to some extent unjust, and the injustice will increase each successive year, or with the increase of wealth.

The first Graduated Tables, showing the sum appropriated per Child, between 5 and 15 years of age, rest on facts that can be accurately ascertained in every case, and may therefore present perfectly accurate results. The second series of Graduated Tables rests on one of the same facts (the amount appropriated); also, on the valuations which are to some extent arbitrary and liable to unavoidable errors. Therefore, the comparisons in the second series may have no advantage over those in the first series, in accuracy or justness.

If the rank assigned to towns in the next Tables is compared with the rank of the same towns in the former series, it will be seen that they hold, in many instances, a very different place in the scale. Brookline, which is No. 3 in the previous Table, is No. 320 in the next.

## GRADUATED TABLES—SECOND SERIES.

*A Graduated Table, in which all the Towns in the State are numerically arranged, according to the percentage of their taxable property, appropriated to the support of Public Schools, for the year 1853-4.*

For 1852-3.	For 1853-4.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Appropriations including the sum raised by taxes on income of Surplus Revenue, and of similar Funds.	Valuation of 1850.
4	1	WELLFLEET,	\$ .005-40	\$1,590 00	\$294,228 00
2	2	Lynn,*	4-97	18,500 00	4,148,989 00
3	3	Buckland, . . .	4-73	1,077 75	227,773 00
1	4	Attleborough,	4-24	4,404 59	1,038,000 00
13	5	Milford, . . .	3-93	4,500 00	1,144,721 00
5	6	Winchester, . . .	3-85	2,500 00	649,346 00
6	7	Rockport, . . .	3-72	2,500 00	672,410 07
24	8	Natick, . . .	3-60	3,300 00	916,210 00
77	9	Melrose, . . .	3-59	1,813 64	505,098 00
49	10	Truro, . . .	3-54	1,300 00	367,199 50
10	11	Somerville, . . .	3-42	7,185 00	2,102,631 00
8	12	Abington, . . .	3-41	5,000 00	1,466,878 00
19	13	Eastham, . . .	3-39	630 00	185,714 50
9	14	Orleans, . . .	3-38	1,100 00	325,576 30
22	15	Provincetown, . . .	3-37	3,520 00	1,043,135 00
35	16	Yarmouth, . . .	3-35	2,500 00	746,587 95
15	17	South Reading, . . .	3-31	2,500 00	755,019 00
16	18	Gloucester, . . .	3-29	7,800 00	2,369,251 95
14	19	Manchester, . . .	3-20	1,600 00	499,507 50
29	20	Quincy, . . .	3-16	6,600 00	2,085,625 38
25	21	Plymouth, . . .	3-14	7,760 00	2,473,123 00
62	22	Danvers, . . .	3-11	10,302 00	3,312,779 10
12	23	Medway, . . .	3-11	2,700 00	867,176 00
37	24	Saugus, . . .	3-05	1,500 00	491,917 50
18	25	Pawtucket, . . .	3-05	2,800 00	916,587 00
69	26	Weymouth, . . .	3-03	5,200 00	1,714,014 75
20	27	Brewster, . . .	2-99	1,000 00	334,827 45
33	28	Marblehead, . . .	2-95	6,000 00	2,033,990 60
43	29	Mansfield, . . .	2-92	1,105 12	378,902 00
112	30	Stoneham, . . .	2-91	1,400 00	481,862 00
30	31	Charlestown, . . .	2-89	24,900 00	8,624,690 00
46	32	North Bridgewater, . . .	2-88	3,000 00	1,043,150 00
124	33	Waltham, . . .	2-88	5,800 00	2,778,446 50
23	34	Harwich, . . .	2-86	1,500 00	524,699 75

\* Including Swampscott and Nahant.



## SCHOOL RETURNS—1853-4.

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For 1852-3.	For 1853-4.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Appropriations, including the sum raised by taxes, Income of Surplus Revenue, and of similar Funds.	Valuation of 1850.
28	35	Bedford, . . . .	\$ .002-83	\$992 63	\$350,999 00
21	36	Hopkinton, . . . .	2-82	2,500 00	887,091 50
64	37	Athol, . . . . .	2-82	1,800 00	639,384 00
31	38	Ashland, . . . . .	2-78	1,130 00	407,121 00
32	39	Lee, . . . . .	2-74	2,649 89	966,320 00
75	40	Stoughton, . . . .	2-74	3,000 00	1,093,296 00
67	41	Reading, . . . . .	2-71	2,000 00	1,071,042 00
48	42	Haverhill, . . . .	2-68	6,021 17	2,243,497 00
52	43	Holliston, . . . . .	2-68	2,200 00	821,596 00
38	44	Barnstable, . . . .	2-68	4,098 90	1,522,871 00
40	45	Lowell, . . . . .	2-67	45,000 00	16,866,919 10
89	46	Wareham, . . . . .	2-66	2,400 00	901,603 00
11	47	Taunton, . . . . .	2-65	9,800 00	3,701,472 00
39	48	Greenwich, . . . .	2-63	600 00	228,570 00
26	49	Montague, . . . . .	2-63	1,172 00	447,222 00
41	50	Pembroke, . . . . .	2-61	1,152 00	440,917 00
134	51	Erving, . . . . .	2-60	403 00	154,821 00
61	52	Chelsea, . . . . .	2-59	9,000 00	3,475,161 00
42	53	Sandwich, . . . . .	2-57	3,374 95	1,314,391 15
85	54	South Hadley, . . .	2-56	1,700 00	663,842 00
58	55	Dedham, . . . . .	2-56	7,685 00	2,999,518 87
84	56	Roxbury,* . . . . .	2-55	26,891 51	13,613,731 50
36	57	Clinton, . . . . .	2-55	2,316 53	909,148 00
92	58	Sunderland, . . . .	2-53	800 00	316,442 00
47	59	Webster, . . . . .	2-49	2,000 00	801,934 00
45	60	Middleborough,† . .	2-49	3,000 00	1,603,928 00
72	61	Malden, . . . . .	2-48	4,300 00	1,731,662 40
138	62	Walpole, . . . . .	2-46	2,000 00	812,984 50
65	63	Ware, . . . . .	2-44	2,700 00	1,108,228 00
91	64	Hingham, . . . . .	2-44	3,829 69	1,570,886 00
53	65	New Salem, . . . .	2-43	1,000 00	410,657 00
74	66	Cambridge, . . . . .	2-42	25,627 47	10,608,787 70
54	67	Shutesbury, . . . .	2-42	600 00	248,125 00
57	68	Florida, . . . . .	2-41	350 00	145,049 00
55	69	Cohasset, . . . . .	2-41	1,800 00	746,872 68
99	70	Brighton, . . . . .	2-39	3,900 00	1,634,725 00
148	71	Northbridge, . . . .	2-39	1,500 00	627,979 70
7	72	Hanson, . . . . .	2-39	900 00	376,786 00
118	73	Sandisfield, . . . .	2-38	1,101 75	463,328 00
63	74	Lancaster, . . . . .	2-37	1,600 00	674,224 00
94	75	Chicopee, . . . . .	2-37	8,153 87	3,442,597 00
60	76	Savoy, . . . . .	2-34	402 00	171,936 00
87	77	Duxbury, . . . . .	2-34	2,516 15	1,076,363 00
66	78	Halifax, . . . . .	2-34	600 00	255,884 00
142	79	Pelham, . . . . .	2-33	500 00	214,606 00
207	80	Hadley, . . . . .	2-32	2,100 00	904,424 00
71	81	West Bridgewater, .	2-32	1,200 00	516,955 00
70	82	Rowe, . . . . .	2-32	500 00	215,432 00

\* Including West Roxbury.

† Including Lakeville.

## BOARD OF EDUCATION.

For 1852-3.	For 1853-4.	TOWNS.	Percentage of Valuation appropriated for 1853-4, equivalent to mills and hundredths of mills.	Appropriations, including the sum raised by taxes, income of Surplus Revenue, and of similar Funds.	Valuation of 1850.
90	83	Wrentham, . . .	\$002-31	\$2,591 80	\$121,721 00
82	84	Fitchburg, . . .	2-30	4,700 00	2,039,864 60
146	85	Berkley, . . .	2-30	600 00	261,405 00
162	86	North Brookfield, . . .	2-30	1,500 00	651,332 00
76	87	Heath, . . .	2-28	600 00	263,640 00
51	88	Bolton, . . .	2-28	1,200 00	525,254 00
78	89	South Scituate, . . .	2-27	1,700 00	747,414 00
167	90	Hull, . . .	2-27	268 00	117,823 00
80	91	Dighton, . . .	2-27	1,175 00	517,487 00
96	92	Ipswich, . . .	2-26	2,401 00	1,062,792 50
17	93	Scituate, . . .	2-26	1,500 00	664,955 00
135	94	Wenham, . . .	2-26	800 00	354,409 00
123	95	Framingham, . . .	2-25	4,300 00	1,910,613 00
86	96	Edgartown, . . .	2-24	1,500 00	670,834 00
68	97	Greenfield, . . .	2-24	2,400 00	1,072,889 00
152	98	Millbury, . . .	2-23	2,200 00	985,030 00
88	99	Littleton, . . .	2-23	1,050 00	471,879 00
147	100	Falmouth, . . .	2-22	2,121 81	954,466 75
149	101	Newton, . . .	2-22	7,000 00	3,157,340 00
105	102	Grafton, . . .	2-21	3,000 00	1,356,063 00
103	103	Rochester,* . . .	2-20	2,000 00	1,181,629 00
93	104	Ashburnham, . . .	2-20	1,500 00	681,420 00
73	105	Concord, . . .	2-19	2,750 00	1,262,803 20
50	106	Hanover, . . .	2-18	1,200 00	550,089 00
115	107	Brookfield, . . .	2-18	1,376 74	632,064 00
113	108	New Marlborough, . . .	2-17	1,077 55	495,871 00
95	109	Foxborough, . . .	2-16	1,400 00	648,072 75
254	110	Somerset, . . .	2-16	1,000 00	463,495 00
106	111	Marshfield, . . .	2-16	1,400 00	643,191 00
44	112	Tisbury, . . .	2-16	1,200 00	555,806 00
98	113	Granby, . . .	2-15	850 00	395,537 00
100	114	Lexington, . . .	2-14	2,500 00	1,170,428 00
101	115	Paxton, . . .	2-14	639 08	298,714 00
102	116	Nantucket, . . .	2-14	9,850 00	4,595,362 00
141	117	Woburn, . . .	2-13	4,174 33	1,962,577 00
59	118	Easton, . . .	2-12	1,500 00	707,887 00
229	119	Shirley, . . .	2-11	1,200 00	569,910 00
104	120	Clarksburg, . . .	2-11	200 00	94,835 00
180	121	Amherst, . . .	2-11	2,500 00	1,187,267 00
163	122	Palmer, . . .	2-11	2,544 50	1,208,435 67
108	123	Plainfield, . . .	2-10	600 00	286,006 00
157	124	Beverly, . . .	2-09	4,500 00	2,156,012 85
109	125	Chelmsford, . . .	2-09	2,000 00	958,369 00
110	126	Westhampton, . . .	2-09	450 00	215,719 00
125	127	Braintree, . . .	2-09	2,200 00	1,054,783 30
194	128	Boxborough, . . .	2-08	500 00	239,712 00
97	129	Becket, . . .	2-08	652 50	313,915 00
111	130	Dana, . . .	2-08	440 00	211,123 00

\* Including Marion.

## SCHOOL RETURNS—1853-4.

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For 1852-3.	For 1853-4.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Appropriations, including the sum raised by taxes, income of surplus revenue, and of similar funds.	Valuation of 1850.
200	131	Westborough, . . . .	2-00	1,600 00	\$768,499 50
114	132	Seekonk, . . . .	2-07	1,442 00	695,324 00
34	133	Chatham, . . . .	2-06	1,000 00	484,718 25
117	134	Essex, . . . .	2-05	1,300 00	633,895 20
119	135	Westminster, . . . .	2-05	1,500 00	732,784 00
81	136	Monterey, . . . .	2-05	467 40	227,960 00
120	137	Otis, . . . .	2-04	650 00	319,400 00
205	138	Sharon, . . . .	2-04	1,120 00	548,452 25
223	139	Middleton, . . . .	2-03	630 00	310,417 00
121	140	Acton, . . . .	2-03	1,100 00	541,225 00
122	141	Dover, . . . .	2-03	600 00	295,704 00
192	142	Georgetown, . . . .	2-02	1,445 46	715,213 00
107	143	Springfield, . . . .	2-02	12,874 82	6,375,453 50
132	144	Bradford, . . . .	2-01	741 00	368,278 00
128	145	Medford, . . . .	2-00	4,800 00	2,409,333 00
193	146	Dracut, . . . .	2-00	1,400 00	700,182 00
130	147	Upton, . . . .	2-00	1,200 00	601,308 00
79	148	Cummington, . . . .	2-00	750 00	375,196 00
129	149	Northampton, . . . .	2-00	5,000 00	2,504,144 00
247	150	New Bedford, . . . .	2-00	29,054 59	14,489,266 00
133	151	West Newbury, . . . .	1-99	1,150 00	578,671 10
165	152	Groveland, . . . .	1-98	786 25	397,079 00
158	153	Hubbardston, . . . .	1-98	1,272 00	643,503 00
178	154	Sherborn, . . . .	1-98	1,025 00	516,983 00
56	155	Douglas, . . . .	1-98	1,344 28	678,709 00
137	156	Middlefield, . . . .	1-97	590 00	299,904 00
172	157	Fall River, . . . .	1-97	12,000 00	6,091,250 00
202	158	Goshen, . . . .	1-96	350 00	178,995 00
139	159	Amesbury, . . . .	1-96	2,000 00	1,020,425 00
140	160	Salisbury, . . . .	1-95	2,000 00	1,023,861 83
143	161	Raynham, . . . .	1-94	1,000 00	514,908 00
144	162	Belchertown, . . . .	1-93	1,600 00	830,356 00
145	163	Westfield, . . . .	1-92	3,000 00	1,563,758 00
198	164	Washington, . . . .	1-91	450 00	236,195 00
156	165	Kingston, . . . .	1-91	1,633 00	853,645 00
261	166	Lanesborough, . . . .	1-90	954 20	501,445 00
183	167	Needham, . . . .	1-89	1,510 00	799,789 75
233	168	Lunenburg, . . . .	1-89	1,200 00	636,547 00
151	169	Chester, . . . .	1-89	800 00	423,265 00
184	170	Marlborough, . . . .	1-89	2,220 00	1,172,267 00
175	171	Pittsfield, . . . .	1-88	5,000 00	2,660,744 60
212	172	Dennis, . . . .	1-88	1,500 00	798,934 14
153	173	Montgomery, . . . .	1-88	300 00	159,691 00
213	174	Deerfield, . . . .	1-88	1,897 50	1,009,306 00
154	175	Newburyport, . . . .	1-88	10,000 00	5,390,069 55
136	176	Wayland, . . . .	1-88	900 00	479,084 00
217	177	Sterling, . . . .	1-87	1,500 00	801,310 00
160	178	Franklin, . . . .	1-85	1,200 00	648,436 00
116	179	Fairhaven, . . . .	1-85	6,000 00	3,248,990 00

For 1852-3.	For 1853-4.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Appropriations, including the sum raised by taxes, Income of Surplus Revenue, and of similar Funds.	Valuation of 1850.
159	180	Carlisle, . . . .	\$4.001-85	\$600 00	\$323,524 00
161	181	East Bridgewater, . .	1-84	1,500 00	814,600 00
164	182	Wales, . . . .	1-84	400 00	217,938 00
166	183	Hawley, . . . .	1-83	500 00	273,212 00
27	184	Monroe, . . . .	1-83	106 50	60,538 00
174	185	Lawrence, . . . .	1-83	11,000 00	6,003,716 20
169	186	Plympton, . . . .	1-82	600 00	330,503 00
220	187	Barre, . . . .	1-82	2,600 00	1,430,964 00
168	188	Bellingham, . . . .	1-82	940 63	517,797 87
173	189	Berlin, . . . .	1-81	500 00	276,330 00
236	190	Hardwick, . . . .	1-81	1,500 00	829,396 00
259	191	Newbury, . . . .	1-81	1,200 00	663,155 30
191	192	Dorchester, . . . .	1-80	12,235 00	6,785,916 46
260	193	Randolph, . . . .	1-80	3,000 00	1,663,428 25
273	194	Canton, . . . .	1-80	2,500 00	1,387,372 75
206	195	Harvard, . . . .	1-80	1,336 00	741,352 00
216	196	Worcester, . . . .	1-80	20,000 00	11,085,506 70
176	197	Gardner, . . . .	1-79	1,000 00	558,389 00
189	198	Leominster, . . . .	1-79	2,227 00	1,244,051 10
177	199	Russell, . . . .	1-79	300 00	167,528 00
182	200	Freetown, . . . .	1-77	1,000 00	565,096 00
286	201	Holyoke, . . . .	1-77	3,200 00	1,812,854 00
277	202	Sturbridge, . . . .	1-77	1,500 00	846,330 00
181	203	Boxford, . . . .	1-77	951 72	538,288 67
227	204	Stowe, . . . .	1-76	1,100 00	623,390 00
238	205	Granville, . . . .	1-76	675 00	384,110 00
187	206	Warren, . . . .	1-75	1,200 00	686,931 00
186	207	Rutland, . . . .	1-75	900 00	513,447 00
185	208	Monson, . . . .	1-75	1,600 00	916,185 60
188	209	Lynnfield, . . . .	1-74	600 00	345,356 00
250	210	Ludlow, . . . .	1-74	800 00	459,837 00
150	211	Milton, . . . .	1-73	3,000 00	1,733,127 00
126	212	Carver, . . . .	1-72	600 00	347,995 00
190	213	Billerica, . . . .	1-72	1,500 00	870,595 00
265	214	Templeton, . . . .	1-71	1,500 00	877,725 00
195	215	Gill, . . . .	1-70	500 00	293,207 00
196	216	Methuen, . . . .	1-70	1,800 00	1,059,148 45
256	217	West Brookfield, . .	1-70	900 00	528,764 00
197	218	Shelburne, . . . .	1-70	800 00	470,874 00
171	219	West Boylston, . . .	1-69	900 00	531,117 00
199	220	Oakham, . . . .	1-69	700 00	413,351 00
204	221	Norton, . . . .	1-68	1,200 00	714,021 00
293	222	Windsor, . . . .	1-67	500 00	298,619 00
170	223	Tyringham, . . . .	1-67	400 00	239,086 00
179	224	Charlemont, . . . .	1-66	600 00	361,311 00
208	225	Norwich, . . . .	1-66	400 00	241,678 00
282	226	Lincoln, . . . .	1-66	800 00	482,822 00
209	227	Rehoboth, . . . .	1-65	1,139 35	689,206 00
215	228	Longmeadow, . . . .	1-65	1,400 00	845,966 00

## SCHOOL RETURNS—1853-4.

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For 1852-3.	For 1853-4.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Appropriations, including the sum raised by taxes, income of Surplus Revenue, and of similar Funds.	Valuation of 1850.
211	229	Bridgewater, . . .	\$2.001-64	\$2,000 00	\$1,222,351 00
264	230	Brimfield, . . .	1-64	1,100 00	672,008 00
292	231	Blackstone, . . .	1-63	2,787 56	1,705,166 00
307	232	North Chelsea, . . .	1-62	900 00	801,944 00
219	233	Tewksbury, . . .	1-62	1,000 00	616,308 00
214	234	Ashfield, . . .	1-62	850 00	525,901 00
222	235	Hinsdale, . . .	1-61	650 00	403,324 00
224	236	Mount Washington, . . .	1-61	150 00	93,402 00
221	237	Easthampton, . . .	1-61	700 00	434,564 00
275	238	Watertown, . . .	1-61	3,800 00	2,351,583 20
131	239	Northborough, . . .	1-60	1,000 00	625,596 00
155	240	Southampton, . . .	1-60	605 58	377,282 00
226	241	Royalston, . . .	1-60	1,200 00	751,008 00
225	242	Orange, . . .	1-60	1,100 00	686,974 00
244	243	Warwick, . . .	1-59	724 50	454,605 00
228	244	Tolland, . . .	1-59	321 00	202,555 00
201	245	Princeton, . . .	1-58	1,000 00	631,911 00
234	246	Oxford, . . .	1-57	1,500 00	955,645 00
235	247	Phillipston, . . .	1-57	600 00	383,141 00
239	248	Wilmington, . . .	1-56	625 00	399,643 00
237	249	Coleraine, . . .	1-56	1,000 00	642,893 00
232	250	Westport, . . .	1-55	2,248 18	1,451,080 00
240	251	Ashby, . . .	1-55	900 00	580,860 00
242	252	Weston, . . .	1-55	1,100 00	708,876 00
287	253	Wilbraham, . . .	1-55	1,433 01	923,287 50
241	254	Enfield, . . .	1-55	700 00	450,684 00
246	255	Williamstown, . . .	1-54	1,500 00	973,309 00
284	256	Dudley, . . .	1-54	1,000 00	651,391 00
245	257	Williamsburg, . . .	1-54	1,000 00	647,359 00
243	258	Blandford, . . .	1-54	794 16	516,896 00
248	259	Rowley, . . .	1-53	700 00	456,089 37
249	260	Sutton, . . .	1-53	1,500 00	977,822 00
252	261	Winchendon, . . .	1-52	1,400 00	918,365 00
253	262	Holden, . . .	1-52	1,200 00	787,834 50
304	263	Uxbridge, . . .	1-52	1,721 00	1,129,366 50
230	264	West Stockbridge, . . .	1-52	823 00	541,186 00
251	265	Peru, . . .	1-52	300 00	197,142 00
302	266	Medfield, . . .	1-52	700 00	459,846 00
218	267	Tyngsborough, . . .	1-51	742 00	492,830 00
269	268	West Cambridge, . . .	1-51	2,500 00	1,671,644 10
255	269	Petersham, . . .	1-51	1,200 00	792,077 00
262	270	Holland, . . .	1-50	200 00	141,897 00
203	271	Leverett, . . .	1-50	400 00	266,704 00
257	272	Auburn, . . .	1-50	600 00	399,896 00
258	273	Southborough, . . .	1-50	900 00	598,407 60
263	274	Topsfield, . . .	1-49	700 00	468,981 30
303	275	Charlton, . . .	1-49	1,400 00	942,701 00
266	276	Whately, . . .	1-48	650 00	438,772 00
278	277	Salem, . . .	1-48	20,257 00	13,654,738 70
267	278	Westford, . . .	1-47	1,200 00	814,078 00

## BOARD OF EDUCATION.

For 1852-3.	For 1853-4.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Appropriations, including the sum raised by taxes, income of Surplus revenue, and of similar Funds.	Valuation of 1850.
83*	279	Northfield, . . .	\$1.001-47	\$1,066 00	\$726,681 00
268	280	Conway, . . .	1-46	991 75	679,492 00
270	281	Worthington, . . .	1-46	646 98	443,273 00
271	282	Spencer, . . .	1-45	1,200 00	828,611 00
272	283	Andover, . . .	1-44	4,500 00	3,131,122 75
274	284	New Braintree, . . .	1-44	800 00	554,624 00
276	285	Hatfield, . . .	1-42	1,000 00	706,290 00
279	286	Southbridge, . . .	1-41	1,600 00	1,131,673 00
281	287	Townsend, . . .	1-40	1,200 00	855,970 00
283	288	Mendon, . . .	1-39	927 44	668,939 60
288	289	Prescott, . . .	1-38	350 00	253,561 00
285	290	Egremont, . . .	1-37	625 00	453,165 00
310	291	Alford, . . .	1-37	300 00	219,734 00
289	292	Stockbridge, . . .	1-36	1,000 00	733,871 40
318	293	Richmond, . . .	1-36	500 00	367,058 00
291	294	Cheshire, . . .	1-35	700 00	516,586 50
290	295	Pepperell, . . .	1-35	1,000 00	740,823 80
298	296	Hamilton, . . .	1-33	600 00	452,403 00
296	297	Bernardston, . . .	1-33	500 00	375,366 00
308	298	Great Barrington, . . .	1-33	1,718 40	1,288,176 00
295	299	Boylston, . . .	1-33	600 00	450,982 60
294	300	Lenox, . . .	1-33	700 00	524,500 90
297	301	Dalton, . . .	1-33	600 00	451,247 00
299	302	Dartmouth, . . .	1-32	3,000 00	2,279,942 00
300	303	Groton, . . .	1-31	2,000 00	1,451,025 00
301	304	Chesterfield, . . .	1-30	500 00	384,115 00
280	305	Shrewsbury, . . .	1-27	1,000 00	788,836 00
306	306	Dunstable, . . .	1-25	450 00	361,061 00
313	307	Leicester, . . .	1-20	1,460 00	1,219,330 00
231	308	Adams, . . .	1-17	2,020 50	1,724,484 00
309	309	Wendell, . . .	1-16	450 00	389,204 00
311	310	Swanzey, . . .	1-10	600 00	544,232 00
315	311	West Springfield, . . .	1-08	1,800 00	1,661,640 50
305	312	Burlington, . . .	1-04	300 00	287,868 00
210	313	Sheffield, . . .	1-04	1,152 05	1,108,145 00
312	314	Hancock, . . .	1-03	365 00	355,151 00
†	315	New Ashford, . . .	1-00	100 00	99,966 00
317	316	Sudbury, . . .	0-96	880 00	915,867 00
314	317	Boston, . . .	0-95	203,326 55	213,310,067 00
316	318	Chilmark, . . .	0-85	400 00	471,365 00
319	319†	Brookline, . . .	0-76	4,107 73	5,436,854 50
		Southwick, }	No returns.	-	{ 525,318 00
127		Leyden, }			{ 199,268 00
		Winthrop, . . .	Included in N. Chelsea,	400 00	
		Swampscott, . . .	" Lynn,	1,400 00	
		Nahant,   . . .	" "	700 00	
		West Roxbury, . . .	" Roxbury,	7,800 00	
		Marion, . . .	" Rochester,	600 00	
		North Reading,   . . .	" Reading,	900 00	
		Lakeville,   . . .	" Middleboro',	1,000 00	

\* Last year Northfield should have ranked 268, instead of 83.

† On page lxxix. the rank of Brookline is printed as 320, by mistake.

† No returns last year.

|| Newly incorporated.

## GRADUATED TABLES—SECOND SERIES.

*In which all the Towns in the respective Counties in the State are numerically arranged, according to the percentage of their taxable property appropriated for the support of Public Schools, for the year 1853-4.*

## SUFFOLK COUNTY.

For 1852-3.	For 1853-4.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Appropriations, including the sum raised by taxes, income of Surplus Revenue, and of similar Funds.	Valuation of 1850.
1	1	CHELSEA, . . .	\$ .002-59	\$9,000 00	\$3,475,161 00
2	2	North Chelsea,* . .	1-62	900 00	801,944 00
3	3	Boston, . . .	0-95	203,326 55	213,310,067 00
4	4	Winthrop,† . . .	—	400 00	— —

## ESSEX COUNTY.

1	1	LYNN,† . . .	4-97	18,500 00	4,148,989 00
2	2	Rockport, . . .	3-72	2,500 00	672,410 07
4	3	Gloucester, . . .	3-29	7,800 00	2,369,251 95
3	4	Manchester, . . .	3-20	1,600 00	499,507 50
8	5	Danvers, . . .	3-11	10,302 00	3,312,779 10
6	6	Saugus, . . .	3-05	1,500 00	491,917 50
5	7	Marblehead, . . .	2-95	6,000 00	2,033,990 60
7	8	Haverhill, . . .	2-68	6,021 17	2,243,497 00
9	9	Ipswich, . . .	2-26	2,401 00	1,062,792 50
13	10	Wenham, . . .	2-26	800 00	354,409 00
17	11	Beverly, . . .	2-09	4,500 00	2,156,012 85
10	12	Essex, . . .	2-05	1,300 00	633,895 20
24	13	Middleton, . . .	2-03	630 00	310,417 00
22	14	Georgetown, . . .	2-02	1,445 46	715,213 00
11	15	Bradford, . . .	2-01	741 00	363,278 00
12	16	West Newbury, . . .	1-99	1,150 00	578,671 10
18	17	Groveland, . . .	1-98	786 25	397,079 00
14	18	Amesbury, . . .	1-96	2,000 00	1,020,425 00
15	19	Salisbury, . . .	1-95	2,000 00	1,023,861 83
16	20	Newburyport, . . .	1-88	10,000 00	5,390,069 55
19	21	Lawrence, . . .	1-83	11,000 00	6,003,716 20
26	22	Newbury, . . .	1-81	1,200 00	663,155 30

\* Including Winthrop.

† Included in North Chelsea.

‡ Including Swampscott and Nahant.

## BOARD OF EDUCATION.

## ESSEX COUNTY—CONTINUED.

For 1852-3.	For 1853-4.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Appropriations, including the sum raised by taxes, income of Surplus Revenue, and of similar Funds.	Valuation of 1850.
20	23	Boxford, . . . .	\$0.001-77	\$951 72	\$538,288 67
21	24	Lynnfield, . . . .	1-74	600 00	345,356 00
23	25	Methuen, . . . .	1-70	1,800 00	1,059,148 45
25	26	Rowley, . . . .	1-53	700 00	456,089 37
27	27	Topsfield, . . . .	1-49	700 00	468,981 30
29	28	Salem, . . . .	1-48	20,257 00	13,654,738 70
28	29	Andover, . . . .	1-44	4,500 00	3,131,122 75
30	30	Hamilton, . . . .	1-33	600 00	452,403 00
		Swampscott,* . . . .	—	1,400 00	— —
		Nahant,* . . . .	—	700 00	— —

## MIDDLESEX COUNTY.

1	1	WINCHESTER, . . . .	3-85	2,500 00	649,346 00
5	2	Natick, . . . .	3-60	3,300 00	916,210 00
15	3	Melrose, . . . .	3-59	1,813 64	505,098 00
2	4	Somerville, . . . .	3-42	7,185 00	2,102,631 00
3	5	South Reading, . . . .	3-31	2,500 00	755,019 00
20	6	Stoneham, . . . .	2-91	1,400 00	481,862 00
7	7	Charlestown, . . . .	2-89	24,900 00	8,624,690 00
23	8	Waltham, . . . .	2-88	5,800 00	2,778,446 50
6	9	Bedford, . . . .	2-83	992 63	350,999 00
4	10	Hopkinton, . . . .	2-82	2,500 00	887,091 50
8	11	Ashland, . . . .	2-78	1,130 00	407,121 00
11	12	Reading,† . . . .	2-71	2,000 00	1,071,042 00
10	13	Holliston, . . . .	2-68	2,200 00	821,596 00
9	14	Lowell, . . . .	2-67	45,000 00	16,866,919 10
12	15	Malden, . . . .	2-48	4,300 00	1,731,662 40
14	16	Cambridge, . . . .	2-42	25,627 47	10,608,787 70
17	17	Brighton, . . . .	2-39	3,900 00	1,634,725 00
22	18	Framingham, . . . .	2-25	4,300 00	1,910,613 00
16	19	Littleton, . . . .	2-23	1,050 00	471,879 00
27	20	Newton, . . . .	2-22	7,000 00	3,157,340 00
13	21	Concord, . . . .	2-19	2,750 00	1,262,803 20
18	22	Lexington, . . . .	2-14	2,500 00	1,170,428 00
26	23	Woburn, . . . .	2-13	4,174 33	1,962,577 00
37	24	Shirley, . . . .	2-11	1,200 00	569,910 00
19	25	Chelmsford, . . . .	2-09	2,000 00	958,369 00
33	26	Boxborough, . . . .	2-08	500 00	239,712 00
21	27	Acton, . . . .	2-03	1,100 00	541,225 00
24	28	Medford, . . . .	2-00	4,800 00	2,409,333 00
32	29	Dracut, . . . .	2-00	1,400 00	700,182 00
29	30	Sherborn, . . . .	1-98	1,025 00	516,983 00
30	31	Marlborough, . . . .	1-89	2,220 00	1,172,267 00
25	32	Wayland, . . . .	1-88	900 00	479,084 00

\*Included in Lynn.

†Including North Reading.



## SCHOOL RETURNS—1853-4.

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## MIDDLESEX COUNTY—CONTINUED.

For 1852-3.	For 1853-4.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Appropriations, including the sum raised by taxes, income of Surplus Revenue, and of similar Funds.	Valuation of 1850.
28	33	Carlisle, . . . .	\$0.001-85	\$600 00	\$323,524 00
36	34	Stowe, . . . .	1-76	1,100 00	623,390 00
31	35	Billerica, . . . .	1-72	1,500 00	870,595 00
45	36	Lincoln, . . . .	1-66	800 00	482,822 00
35	37	Tewksbury, . . . .	1-62	1,000 00	616,308 00
43	38	Watertown, . . . .	1-61	3,800 00	2,351,583 20
38	39	Wilmington, . . . .	1-56	625 00	399,643 00
39	40	Ashby, . . . .	1-55	900 00	580,860 00
40	41	Weston, . . . .	1-55	1,100 00	708,876 00
34	42	Tyngsborough, . . . .	1-51	742 00	492,830 00
42	43	West Cambridge, . . . .	1-51	2,500 00	1,671,644 10
41	44	Westford, . . . .	1-47	1,200 00	814,078 00
44	45	Townsend, . . . .	1-40	1,200 00	855,970 00
46	46	Pepperell, . . . .	1-35	1,000 00	740,823 80
47	47	Groton, . . . .	1-31	2,000 00	1,451,025 00
49	48	Dunstable, . . . .	1-25	450 00	361,061 00
48	49	Burlington, . . . .	1-04	300 00	287,868 00
50	50	Sudbury, . . . .	0-96	880 00	915,867 00
		North Reading,* . . . .	—	900 00	— —

## WORCESTER COUNTY.

1	1	MILFORD, . . . .	3-93	4,500 00	1,144,721 00
7	2	Athol, . . . .	2-82	1,800 00	639,384 00
2	3	Clinton, . . . .	2-55	2,316 53	909,148 00
3	4	Webster, . . . .	2-49	2,000 00	801,934 00
17	5	Northbridge, . . . .	2-39	1,500 00	627,979 70
6	6	Lancaster, . . . .	2-37	1,600 00	674,224 00
8	7	Fitchburg, . . . .	2-30	4,700 00	2,039,864 60
20	8	North Brookfield, . . . .	2-30	1,500 00	651,332 00
4	9	Bolton, . . . .	2-28	1,200 00	525,254 00
18	10	Millbury, . . . .	2-23	2,200 00	985,030 00
11	11	Grafton, . . . .	2-21	3,000 00	1,356,063 00
9	12	Ashburnham, . . . .	2-20	1,500 00	681,420 00
13	13	Brookfield, . . . .	2-18	1,376 74	632,064 00
10	14	Paxton, . . . .	2-14	639 08	298,714 00
12	15	Dana, . . . .	2-08	440 00	211,123 00
28	16	Westborough, . . . .	2-08	1,600 00	768,499 50
14	17	Westminster, . . . .	2-05	1,500 00	732,784 00
15	18	Upton, . . . .	2-00	1,200 00	601,308 00
5	19	Douglas, . . . .	1-98	1,344 28	678,709 00
19	20	Hubbardston, . . . .	1-98	1,272 00	643,503 00
35	21	Lunenburg, . . . .	1-89	1,200 00	636,547 00
32	22	Sterling, . . . .	1-87	1,500 00	801,310 00

\*Included in Reading.

## BOARD OF EDUCATION.

## WORCESTER COUNTY—CONTINUED.

For 1852-3.	For 1853-4.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Appropriations, including the sum raised by taxes, income of surplus, and of similar Funds.	Valuation of 1850.
33	23	Barre, . . . .	\$ .001-82	\$2,600 00	\$1,430,964 00
22	24	Berlin, . . . .	1-81	500 00	276,330 00
38	25	Hardwick, . . . .	1-81	1,500 00	829,396 00
30	26	Harvard, . . . .	1-80	1,336 00	741,352 00
31	27	Worcester, . . . .	1-80	20,000 00	11,085,506 70
23	28	Gardner, . . . .	1-79	1,000 00	558,389 00
26	29	Leominster, . . . .	1-79	2,227 00	1,244,051 10
49	30	Sturbridge, . . . .	1-77	1,500 00	846,330 00
24	31	Rutland, . . . .	1-75	900 00	513,447 00
25	32	Warren, . . . .	1-75	1,200 00	686,931 00
46	33	Templeton, . . . .	1-71	1,500 00	877,725 00
43	34	West Brookfield, . . . .	1-70	900 00	528,764 00
21	35	West Boylston, . . . .	1-69	900 00	531,117 00
27	36	Oakham, . . . .	1-69	700 00	413,351 00
54	37	Blackstone, . . . .	1-63	2,787 56	1,705,166 00
16	38	Northborough, . . . .	1-60	1,000 00	625,596 00
34	39	Royalston, . . . .	1-60	1,200 00	751,008 00
29	40	Princeton, . . . .	1-58	1,000 00	631,911 00
36	41	Oxford, . . . .	1-57	1,500 00	955,645 00
37	42	Phillipston, . . . .	1-57	600 00	383,141 00
53	43	Dudley, . . . .	1-54	1,000 00	651,391 00
39	44	Sutton, . . . .	1-53	1,500 00	977,822 00
40	45	Winchendon, . . . .	1-52	1,400 00	918,365 00
41	46	Holden, . . . .	1-52	1,200 00	787,834 50
57	47	Uxbridge, . . . .	1-52	1,721 00	1,129,366 50
42	48	Petersham, . . . .	1-51	1,200 00	792,077 00
44	49	Auburn, . . . .	1-50	600 00	399,896 00
45	50	Southborough, . . . .	1-50	900 00	598,407 60
56	51	Charlton, . . . .	1-49	1,400 00	942,701 00
47	52	Spencer, . . . .	1-45	1,200 00	828,611 00
48	53	New Braintree, . . . .	1-44	800 00	554,624 00
50	54	Southbridge, . . . .	1-41	1,600 00	1,131,673 00
52	55	Mendon, . . . .	1-39	927 44	668,939 60
55	56	Boylston, . . . .	1-33	600 00	450,982 60
51	57	Shrewsbury, . . . .	1-27	1,000 00	788,836 00
58	58	Leicester, . . . .	1-20	1,460 00	1,219,330 00

## HAMPSHIRE COUNTY.

1	1	GREENWICH, . . . .	2-63	600 00	228,570 00
4	2	South Hadley, . . . .	2-56	1,700 00	663,482 00
2	3	Ware, . . . .	2-44	2,700 00	1,108,223 00
10	4	Pelham, . . . .	2-33	500 00	214,606 00

# SCHOOL RETURNS—1853-4.

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## HAMPSHIRE COUNTY—CONTINUED.

For 1852-3.	For 1853-4.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Appropriations, including the sum raised by taxes, income of Surplus Revenue, and of similar Funds.	Valuation of 1850.
15	5	Hadley, . . .	\$002-32	\$2,100 00	\$904,424 00
5	6	Granby, . . .	2-15	850 00	395,537 00
13	7	Amherst, . . .	2-11	2,500 00	1,187,267 00
6	8	Plainfield, . . .	2-10	600 00	286,006 00
7	9	Westhampton, . . .	2-09	450 00	215,719 00
3	10	Cummington, . . .	2-00	750 00	375,196 00
8	11	Northampton, . . .	2-00	5,000 00	2,504,144 00
9	12	Middlefield, . . .	1-97	590 00	299,904 00
14	13	Goshen, . . .	1-96	350 00	178,995 00
11	14	Belchertown, . . .	1-93	1,600 00	830,356 00
16	15	Norwich, . . .	1-66	400 00	241,678 00
17	16	Easthampton, . . .	1-61	700 00	434,564 00
12	17	Southampton, . . .	1-60	605 58	377,282 00
18	18	Enfield, . . .	1-55	700 00	450,684 00
19	19	Williamsburg, . . .	1-54	1,000 00	647,359 00
20	20	Worthington, . . .	1-46	646 98	443,273 00
21	21	Hatfield, . . .	1-42	1,000 00	706,290 00
22	22	Prescott, . . .	1-38	350 00	253,561 00
23	23	Chesterfield, . . .	1-30	500 00	384,115 00

## HAMPDEN COUNTY.

1	1	CHICOPEE, . . .	2-37	8,153 87	3,442,597 00
7	2	Palmer, . . .	2-11	2,544 50	1,208,435 67
2	3	Springfield, . . .	2-02	12,874 82	6,375,453 50
3	4	Westfield, . . .	1-92	3,000 00	1,563,758 00
4	5	Chester, . . .	1-89	800 00	423,265 00
5	6	Montgomery, . . .	1-88	300 00	159,691 00
6	7	Wales, . . .	1-84	400 00	217,938 00
8	8	Russell, . . .	1-79	300 00	167,528 00
17	9	Holyoke, . . .	1-77	3,200 00	1,812,854 00
12	10	Granville, . . .	1-76	675 00	384,110 00
9	11	Monson, . . .	1-75	1,600 00	916,185 60
14	12	Ludlow, . . .	1-74	800 00	459,837 00
10	13	Longmeadow, . . .	1-65	1,400 00	845,966 00
16	14	Brimfield, . . .	1-64	1,100 00	672,008 00
11	15	Tolland, . . .	1-59	321 00	202,555 00
18	16	Wilbraham, . . .	1-55	1,433 01	923,287 50
13	17	Blandford, . . .	1-54	794 16	516,896 00
15	18	Holland, . . .	1-50	200 00	141,897 00
19	19	West Springfield, . . .	1-08	1,800 00	1,661,640 50
20	20	Southwick, . . .	No returns.	—	525,318 00

## BOARD OF EDUCATION.

## FRANKLIN COUNTY.

For 1852-3.	For 1853-4.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Appropriations, including the sum raised by taxes, income of Surplus Revenue, and of similar Funds.	Valuation of 1850.
1	1	BUCKLAND, . . .	\$0.004-73	\$1,077 75	\$227,773 00
2	2	Montague, . . .	2-63	1,172 00	447,222 00
12	3	Erving, . . .	2-60	403 00	154,821 00
10	4	Sunderland, . . .	2-53	800 00	316,442 00
4	5	New Salem, . . .	2-43	1,000 00	410,657 00
5	6	Shutesbury, . . .	2-42	600 00	248,125 00
7	7	Rowe, . . .	2-32	500 00	215,432 00
8	8	Heath, . . .	2-28	600 00	263,640 00
6	9	Greenfield, . . .	2-24	2,400 00	1,072,889 00
18	10	Deerfield, . . .	1-88	1,897 50	1,009,306 00
13	11	Hawley, . . .	1-83	500 00	273,212 00
3	12	Monroe, . . .	1-83	106 50	60,538 00
15	13	Gill, . . .	1-70	500 00	293,207 00
16	14	Shelburne, . . .	1-70	800 00	470,874 00
14	15	Charlemont, . . .	1-66	600 00	361,311 00
19	16	Ashfield, . . .	1-62	850 00	525,901 00
20	17	Orange, . . .	1-60	1,100 00	686,974 00
22	18	Warwick, . . .	1-59	724 50	454,605 00
21	19	Coleraine, . . .	1-56	1,000 00	642,893 00
17	20	Leverett, . . .	1-50	400 00	266,704 00
23	21	Whately, . . .	1-48	650 00	438,772 00
9*	22	Northfield, . . .	1-47	1,066 00	726,681 00
24	23	Conway, . . .	1-46	991 75	679,492 00
25	24	Barnardston, . . .	1-33	500 00	375,366 00
26	25	Wendell, . . .	1-16	450 00	389,204 00
11	26	Leyden, . . .	No	returns.	199,268 00

## BERKSHIRE COUNTY.

1	1	LEE, . . .	2-74	2,649 89	966,320 00
2	2	Florida, . . .	2-41	350 00	145,049 00
8	3	Sandisfield, . . .	2-38	1,101 75	463,328 00
3	4	Savoy, . . .	2-34	402 00	171,936 00
7	5	New Marlborough, . . .	2-17	1,077 55	495,871 00
6	6	Clarksburg, . . .	2-11	200 00	94,835 00
5	7	Becket, . . .	2-08	652 50	313,915 00
4	8	Monterey, . . .	2-05	467 40	227,960 00
9	9	Otis, . . .	2-04	650 00	319,400 00
12	10	Washington, . . .	1-91	450 00	236,195 00
20	11	Lanesborough, . . .	1-90	954 20	501,445 00
11	12	Pittsfield, . . .	1-88	5,000 00	2,660,744 60
24	13	Windsor, . . .	1-67	500 00	298,619 00
10	14	Tyringham, . . .	1-67	400 00	239,086 00

\* For 1852-3, Northfield should rank 24 instead of 9.

## SCHOOL RETURNS—1853-4.

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## BERKSHIRE COUNTY—CONTINUED.

For 1852-3.	For 1853-4.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Appropriations, including the sum raised by taxes, income of Schools, Revenue, and of similar Funds.	Valuation of 1850.
14	15	Hinsdale, . . . .	\$ .001-61	\$650 00	\$403,324 00
15	16	Mount Washington, . .	1-61	150 00	93,402 00
18	17	Williamstown, . . . .	1-54	1,500 00	973,309 00
19	18	Peru, . . . . .	1-52	300 00	197,142 00
16	19	West Stockbridge, . .	1-52	823 00	541,186 00
21	20	Egremont, . . . . .	1-37	625 00	453,165 00
28	21	Alford, . . . . .	1-37	300 00	219,734 00
22	22	Stockbridge, . . . .	1-36	1,000 00	733,871 40
30	23	Richmond, . . . . .	1-36	500 00	367,058 00
23	24	Cheshire, . . . . .	1-35	700 00	516,586 50
25	25	Lenox, . . . . .	1-33	700 00	524,500 90
26	26	Dalton, . . . . .	1-33	600 00	451,247 00
27	27	Great Barrington, . .	1-33	1,718 40	1,288,176 00
17	28	Adams, . . . . .	1-17	2,020 50	1,724,484 00
13	29	Sheffield, . . . . .	1-04	1,152 05	1,108,145 00
29	30	Hancock, . . . . .	1-03	365 00	355,151 00
31	31	New Ashford, . . . .	1-00	100 00	99,966 00

## NORFOLK COUNTY.

2	1	QUINCY, . . . . .	3-16	6,600 00	2,085,625 38
1	2	Medway, . . . . .	3-11	2,700 00	867,176 00
5	3	Weymouth, . . . . .	3-03	5,200 00	1,714,014 75
6	4	Stoughton, . . . . .	2-74	3,000 00	1,093,296 00
4	5	Dedham, . . . . .	2-56	7,685 00	2,999,518 87
7	6	Roxbury,* . . . . .	2-55	26,891 51	13,613,731 50
12	7	Walpole, . . . . .	2-46	2,000 00	812,984 50
3	8	Cohasset, . . . . .	2-41	1,800 00	746,872 68
8	9	Wrentham, . . . . .	2-31	2,591 80	1,121,721 00
9	10	Foxborough, . . . . .	2-16	1,400 00	648,072 75
11	11	Braintree, . . . . .	2-09	2,200 00	1,054,783 30
18	12	Sharon, . . . . .	2-04	1,120 00	548,452 25
10	13	Dover, . . . . .	2-03	600 00	295,704 00
16	14	Needham, . . . . .	1-89	1,510 00	799,789 75
14	15	Franklin, . . . . .	1-85	1,200 00	648,436 00
15	16	Bellingham, . . . . .	1-82	940 63	517,797 87
17	17	Dorchester, . . . . .	1-80	12,235 00	6,785,916 46
19	18	Randolph, . . . . .	1-80	3,000 00	1,663,428 25
20	19	Canton, . . . . .	1-80	2,500 00	1,387,372 75
13	20	Milton, . . . . .	1-73	3,000 00	1,733,127 00
21	21	Medfield, . . . . .	1-52	700 00	459,846 00
22	22	Brookline, . . . . .	0-76	4,107 73	5,436,854 50
	23	West Roxbury,† . . .	—	7,800 00	—

\*Including West Roxbury.

†Included in Roxbury.

## BOARD OF EDUCATION.

## BRISTOL COUNTY.

For 1852-3.	For 1853-4.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Appropriations, including the sum raised by taxes, Income of Surplus Revenue and of similar Funds.	Valuation of 1850.
1	1	ATTLEBOROUGH, . . .	\$ .004-24	\$4,404 59	\$1,038,000 00
3	2	Pawtucket, . . .	3-05	2,800 00	916,587 00
4	3	Mansfield, . . .	2-92	1,105 12	378,902 00
2	4	Taunton, . . .	2-65	9,800 00	3,701,472 00
10	5	Berkley, . . .	2-30	600 00	261,405 00
6	6	Dighton, . . .	2-27	1,175 00	517,487 00
17	7	Somerset, . . .	2-16	1,000 00	463,495 00
5	8	Easton, . . .	2-12	1,500 00	707,887 00
7	9	Seekonk, . . .	2-07	1,442 00	695,324 00
16	10	New Bedford, . . .	2-00	29,054 59	14,489,266 00
11	11	Fall River, . . .	1-97	12,000 00	6,091,250 00
9	12	Raynham, . . .	1-94	1,000 00	514,908 00
8	13	Fairhaven, . . .	1-85	6,000 00	3,248,990 00
12	14	Freetown, . . .	1-77	1,000 00	565,096 00
13	15	Norton, . . .	1-68	1,200 00	714,021 00
14	16	Rehoboth, . . .	1-65	1,139 35	689,206 00
15	17	Westport, . . .	1-55	2,248 18	1,451,080 00
18	18	Dartmouth, . . .	1-32	3,000 00	2,279,942 00
19	19	Swanzy, . . .	1-10	600 00	544,232 00

## PLYMOUTH COUNTY.

2	1	ABINGTON, . . .	3-41	5,000 00	1,466,878 00
4	2	Plymouth, . . .	3-14	7,760 00	2,473,123 00
7	3	North Bridgewater, . . .	2-88	3,000 00	1,043,150 00
13	4	Wareham, . . .	2-66	2,400 00	901,603 00
5	5	Pembroke, . . .	2-61	1,152 00	440,917 00
6	6	Middleborough,* . . .	2-49	3,000 00	1,603,928 00
14	7	Hingham, . . .	2-44	3,829 69	1,570,886 00
1	8	Hanson, . . .	2-39	900 00	376,786 00
12	9	Duxbury, . . .	2-34	2,516 15	1,076,363 00
9	10	Halifax, . . .	2-34	600 00	255,884 00
10	11	West Bridgewater, . . .	2-32	1,200 00	516,955 00
11	12	South Scituate, . . .	2-27	1,700 00	747,414 00
20	13	Hull, . . .	2-27	268 00	117,823 00
3	14	Scituate, . . .	2-26	1,500 00	664,955 00
15	15	Rochester, † . . .	2-20	2,000 00	1,181,629 00
8	16	Hanover, . . .	2-18	1,200 00	550,089 00
16	17	Marshfield, . . .	2-16	1,400 00	643,191 00
18	18	Kingston, . . .	1-91	1,633 00	853,645 00
19	19	East Bridgewater, . . .	1-84	1,500 00	814,600 00
21	20	Plympton, . . .	1-82	600 00	330,503 00
17	21	Carver, . . .	1-72	600 00	347,995 00
22	22	Bridgewater, . . .	1-64	2,000 00	1,222,351 00
23	23	Marion, ‡ . . .	-	600 00	- -
24	24	Lakeville,    . . .	-	1,000 00	- -

\* Including Lakeville.

† Including Marion.

‡ Included in Rochester.

|| Included in Middleborough.

## SCHOOL RETURNS—1853-4.

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## BARNSTABLE COUNTY.

For 1852-3.	For 1853-4.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Appropriations, including the sum raised by taxes, income of Surplus Revenue, and of similar Funds.	Valuation of 1850.
1	1	WELLFLEET, . . .	\$005-40	\$1,590 00	\$294,228 00
11	2	Truro, . . .	3-54	1,300 00	367,199 50
3	3	Eastham, . . .	3-39	630 00	185,714 50
2	4	Orleans, . . .	3-38	1,100 00	325,576 30
5	5	Provincetown, . . .	3-37	3,520 00	1,043,135 00
8	6	Yarmouth, . . .	3-35	2,500 00	746,587 95
4	7	Brewster, . . .	2-99	1,000 00	334,827 45
6	8	Harwich, . . .	2-86	1,500 00	524,699 75
9	9	Barnstable, . . .	2-68	4,098 90	1,522,871 00
10	10	Sandwich, . . .	2-57	3,374 95	1,314,391 15
12	11	Falmouth, . . .	2-22	2,121 81	954,466 75
7	12	Chatham, . . .	2-06	1,000 00	484,718 25
13	13	Dennis, . . .	1-88	1,500 00	798,934 14

## DUKES COUNTY.

2	1	EDGARTOWN, . . .	2-24	1,500 00	670,834 00
1	2	Tisbury, . . .	2-16	1,200 00	555,806 00
3	3	Chilmark, . . .	0-85	400 00	471,365 00

## NANTUCKET COUNTY.

		NANTUCKET, . . .	2-14	9,850 00	4,595,362 00
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## BOARD OF EDUCATION.

## A GRADUATED TABLE.—SECOND SERIES.

*The different Counties in the State, numerically arranged, according to the percentage of their taxable property, appropriated for the support of Public Schools, for the year 1853-4.*

For 1852-3.	COUNTIES.	Percentage of Valuation appropriated to Public Schools, and appropriated to Public Schools, in equivalent mills.	Amount of money raised by taxes for the support of Public Schools.	Income of Surplus Revenue, and of Surplus appropriated for Public Schools.	TOTAL.	Valuation of 1850.	Amount contributed for board and fuel.
1	BARNSTABLE,	\$0.002-84	\$23,300 00	\$1,935 66	\$25,235 66	\$8,897,349 74	\$4,979 44
2	Plymouth, .	2-45	46,790 69	568 15	47,358 84	19,200,668 00	1,888 88
3	Middlesex, .	2-36	196,472 44	92 63	196,565 07	83,264,719 50	868 79
4	Essex, .	2-23	124,767 25	1,618 35	126,385 60	56,556,466 89	117 00
5	Norfolk, .	2-14	100,119 24	662 13	100,781 37	47,034,521 56	1,012 25
6	Bristol, .	2-07	80,339 30	729 53	81,068 83	39,243,560 00	2,612 76
7	Hampshire, .	1-97	25,700 00	492 56	26,192 56	13,331,240 00	4,087 19
8	Nantucket, .	1-93	9,850 00	—	9,850 00	4,595,362 00	—
9	Franklin, .	1-88	20,786 00	303 00	21,089 00	11,211,309 00	5,093 76
10	Worcester, .	1-86	102,315 53	932 10	103,247 63	55,497,794 00	1,179 15
11	Hampden, .	1-84	39,628 87	2,067 49	41,696 36	22,621,220 77	5,930 04
12	Dukes, .	1-83	3,100 00	—	3,100 00	1,699,005 00	62 00
13	Berkshire, .	1-63	26,762 39	1,296 85	28,059 24	17,197,607 00	10,230 04
14	Suffolk, .	0-98	213,626 55	—	213,626 55	217,587,172 00	—

## AGGREGATE FOR THE STATE.

14 Counties, . . . .	1-71	1,013,472 26	10,698 45	1,024,170 71	597,936,995 46	38,061 30
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*Arrangement of the Counties, according to their appropriations,  
including Voluntary Contributions.*

If the Counties are numerically arranged, according to the percentage of their Valuations appropriated for Public Schools, Voluntary Contributions of board and fuel being included in the amount raised by Tax, embracing the Income of the Surplus Revenue, as severally given in the previous Table, the order of precedence will be as follows :—

For 1852-3.	For 1853-4.	COUNTIES.	Percentage of Valuation—equivalent to mills and hundredths of mills.
1	1	Barnstable, . . . . .	\$ .003-40
2	2	Plymouth, . . . . .	2-56
5	3	Middlesex, . . . . .	2-37
4	4	Franklin, . . . . .	2-34
6	5	Hampshire, . . . . .	2-27
7	6	Essex, . . . . .	2-24
3	7	Berkshire, . . . . .	2-23
11	8	Norfolk, . . . . .	2-16
8	9	Nantucket, . . . . .	2-14
10	10	Bristol, . . . . .	2-13
9	11	Hampden, . . . . .	2-11
13	12	Worcester, . . . . .	1-88
12	13	Dukes, . . . . .	1-86
14	14	Suffolk, . . . . .	0-98
Aggregate for the State, . . . . .			1-78

## GRADUATED TABLES—THIRD SERIES.

The following Table exhibits the ratio of the mean average attendance in each town to the whole number of children between 5 and 15, according to the Returns. The mean average is found by adding the average attendance in Summer to the average attendance in Winter, and dividing the amount by 2. In some cases, the true mean average is not obtained by this process, for reasons peculiar to the schools of some towns. In such cases school committees were requested to indicate in their returns the true mean average, that their result may be inserted in the Table.

The ratio is expressed in decimals, continued to four figures, the first two of which are separated from the last two by a point, as only the two former are essential to denote the real per cent. Yet the ratios of many towns are so nearly equal, or the difference is so small a fraction, that the first two decimals, with the appropriate mathematical sign appended, indicate no distinction. The continuation of the decimals, therefore, is simply to indicate a priority in cases, where without such continuation, the ratios would appear to be precisely similar.

In several cases the ratio of attendance exhibited in the Table is more than 100 per cent. This result, supposing the registers to have been properly kept, and the returns correctly made, is to be thus explained:—the mean average attendance upon all the Public Schools, being compared with the whole number of children in the town between 5 and 15, the result may be over 100 per cent., because the attendance of children under 5 and over 15, may more than compensate for the absence of children between those ages.

Teachers and committees are sometimes not sufficiently careful to secure an accurate return of the average attendance. On this account it is not claimed that the towns, in all cases, are entitled to the exact precedence given them in the Table. They may not be thus entitled by the actual attendance, while they are so according to the returns.

## GRADUATED TABLES—THIRD SERIES.

Table, in which all the Towns in the State are numerically arranged, according to the AVERAGE ATTENDANCE of their children, upon the Public Schools, for the year 1853-4.

TOWNS.				TOWNS.					
No. of children between 5 and 15 years of age in each town.				No. of children between 5 and 15 years of age in each town.					
Mean average attendance upon School.				Mean average attendance upon School.					
Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.				Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.					
1	PELHAM, .	162	179	1.10-49	36	Westborough,	476	411	.86-34
2	Boxborough, .	83	87	1.04-82	37	Shrewsbury, .	270	232	.85-93
3	Leominster, .	581	601	1.03-44	38	Hopkinton, .	673	578	.85-88
4	Oakham, .	213	219	1.02-82	39	Ashburnham,	457	392	.85-78
5	Melrose, .	332	331	.99-70	40	Nahant, .	41	35	.85-37
6	Warwick, .	203	202	.99-51	41	Sharon, .	237	202	.85-23
7	Chelmsford, .	436	426	.97-71	42	Wayland, .	223	190	.85-20
8	Royalston, .	313	305	.97-44	43	Petersham, .	323	275	.85-14
9	Barre, .	572	549	.95-98	44	Greenwich, .	172	146	.84-88
10	Hardwick, .	275	260	.94-55	45	Charlton, .	405	343	.84-69
11	Princeton, .	276	260	.94-20	46	Billerica, .	344	290	.84-30
12	Concord, .	343	320	.93-29	47	Ashby, .	265	223	.84-15
13	Norwich, .	222	207	.93-24	48	Ashland, .	290	244	.84-14
14	Marion, .	199	185	.92-97	49	Bellingham, .	289	243	.84-08
15	Phillipston, .	171	159	.92-98	50	Hubbardston,	457	384	.84-03
16	Townsend, .	425	394	.92-71	51	North Chelsea,	125	105	.84-00
17	N. Brookfield,	449	415	.92-43	52	N. Braintree,	175	147	.84-00
18	Lincoln, .	120	109	.90-83	53	Hawley, .	206	173	.83-98
19	Winchester, .	268	243	.90-67	54	Shelburne, .	275	230	.83-64
20	Holland, .	73	66	.90-41	55	Pepperell, .	333	277	.83-18
21	Grafton, .	747	674	.90-23	56	Athol, .	410	341	.83-17
22	Dracut, .	309	278	.89-97	57	Dana, .	181	150	.82-87
23	Plainfield, .	162	145	.89-51	58	Blandford, .	314	260	.82-80
24	Goshen, .	104	93	.89-42	59	Eastham, .	168	139	.82-74
25	Dover, .	100	89	.89-00	60	Bedford, .	196	162	.82-65
26	Paxton, .	160	142	.88-75	61	Gardner, .	410	338	.82-44
27	Winthrop, .	52	46	.88-46	62	Dunstable, .	108	89	.82-41
28	Leverett, .	214	188	.87-85	63	Raynham, .	323	266	.82-35
29	Walpole, .	372	326	.87-63	64	Newton, .	1,015	835	.82-27
30	Stowe, .	282	247	.87-59	65	Bolton, .	253	208	.82-21
31	Dedham, .	794	695	.87-53	66	Sterling, .	390	320	.82-05
32	Monterey, .	133	116	.87-22	67	Charlestown, .	3,455	2,832	.81-97
33	Littleton, .	164	143	.87-20	68	Heath, .	188	154	.81-91
34	Upton, .	356	310	.87-08	69	Tisbury, .	398	325	.81-66
35	W. Cambridge,	345	298	.86-38	70	Orange, .	376	307	.81-65

## BOARD OF EDUCATION.

TOWNS.				TOWNS.					
	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		
71	Monroe, .	54	44	.81-48	119	Rowe, .	155	119	.76-77
72	Easton, .	517	421	.81-43	120	Fitchburg, .	1,006	772	.76-74
73	Cambridge, .	3,343	2,720	.81-36	121	Abington, .	1,148	880	.76-66
74	S. Reading, .	492	400	.81-30	122	Berkley, .	205	157	.76-59
75	Provincetown, .	675	547	.81-04	123	Methuen, .	444	340	.76-58
76	Gill, .	163	132	.80-98	124	Wellfleet, .	542	415	.76-57
77	Lunenburg, .	255	206	.80-78	125	New Salem, .	315	241	.76-51
78	Templeton, .	501	404	.80-64	126	Framingham, .	773	591	.76-46
79	Hadley, .	421	339	.80-52	127	Montague, .	356	272	.76-40
80	Reading, .	415	334	.80-48	128	Worthington, .	271	207	.76-39
81	Winchendon, .	435	350	.80-46	129	Wrentham, .	715	546	.76-36
82	Chester, .	305	245	.80-33	130	Rehoboth, .	417	318	.76-26
83	Dighton, .	353	283	.80-17	131	Carlisle, .	126	96	.76-19
84	Rutland, .	282	226	.80-14	132	Barnardston, .	226	172	.76-11
85	Amesbury, .	562	450	.80-07	133	W. Boylston, .	364	277	.76-10
86	Holden, .	464	371	.79-96	134	Mendon, .	275	209	.76
87	Foxborough, .	404	323	.79-95	135	Lakeville, .	233	177	.75-97
88	Harvard, .	289	231	.79-93	136	New Bedford, .	3,423	2,600	.75-96
89	Middlefield, .	149	119	.79-84	137	Bridgewater, .	568	431	.75-88
90	Sunderland, .	203	162	.79-80	138	Auburn, .	190	144	.75-79
91	Peru, .	99	79	.79-80	139	Watertown, .	604	457	.75-66
92	Holliston, .	582	464	.79-73	140	Chelsea, .	1,493	1,126	.75-42
93	Amherst, .	626	499	.79-71	141	Norton, .	382	288	.75-39
94	Medford, .	871	694	.79-68	142	Granby, .	194	146	.75-26
95	Coleraine, .	437	348	.79-63	143	Gloucester, .	1,753	1,318	.75-19
96	Swampscott, .	248	197	.79-44	144	Westhampton, .	128	96	.75
97	Weymouth, .	1,137	903	.79-42	145	Wales, .	136	102	.75
98	Boylston, .	222	176	.79-28	146	Somerville, .	882	660	.74-83
99	Hanson, .	222	176	.79-28	147	Lancaster, .	352	263	.74-72
100	Shutesbury, .	216	171	.79-17	148	Buckland, .	310	231	.74-51
101	Middleboro', .	824	651	.79	149	Yarmouth, .	516	384	.74-42
102	Fairhaven, .	1,060	834	.78-68	150	Warren, .	323	240	.74-30
103	Medway, .	608	478	.78-62	151	Otis, .	202	150	.74-26
104	Acton, .	353	277	.78-47	152	Lynn, .	2,864	2,126	.74-23
105	Georgetown, .	361	283	.78-39	153	Orleans, .	463	343	.74-08
106	Cummington, .	240	188	.78-33	154	Quincy, .	1,148	850	.74-04
107	Sandisfield, .	294	230	.78-23	155	Windsor, .	227	168	.74 01
108	Cohasset, .	349	273	.78-22	156	Edgartown, .	412	304	.73-79
109	Waltham, .	889	694	.78-07	157	Lexington, .	385	284	.73-77
110	Hatfield, .	196	153	.78-06	158	Enfield, .	390	287	.73-59
111	Douglas, .	386	301	.77-98	159	Plymouth, .	1,314	967	.73-59
112	Malden, .	726	566	.77-96	160	Saugus, .	322	236	.73-29
113	Brighton, .	475	370	.77-89	161	Roxbury, .	3,247	2,375	.73-14
114	Danvers, .	1,806	1,406	.77-85	162	South Hadley, .	241	176	.73-03
115	Kingston, .	292	227	.77-74	163	Boxford, .	211	154	.72-99
116	Brimfield, .	256	198	.77-34	164	Sutton, .	496	362	.72-98
117	Boston, .	24,205	18,710	.77-30	165	Russell, .	111	81	.72-97
118	Scituate, .	484	374	.77-27	166	Halifax, .	166	121	.72-89

## SCHOOL RETURNS—1853-4.

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	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.
167	Springfield, .	2,253	1,642	.72-88	215	Manchester, .	373	251	.67-29
168	Sudbury, .	338	246	.72-78	216	Chicopee, .	1,388	933	.67-22
169	Brookline, .	393	285	.72-52	217	E. Bridgewater, .	582	391	.67-18
170	Marlborough, .	709	514	.72-50	218	Northbridge, .	458	307	.67-03
171	Falmouth, .	560	406	.72-50	219	Milton, .	472	316	.66-95
172	Holyoke, .	650	471	.72-46	220	Dennis, .	835	559	.66-95
173	Northborough, .	264	191	.72-35	221	Sturbridge, .	536	357	.66-60
174	Haverhill, .	1,389	1,004	.72-28	222	Westford, .	320	213	.66-56
175	W. Roxbury, .	676	488	.72-19	223	Greenfield, .	563	374	.66-43
176	Spencer, .	553	399	.72-15	224	Braintree, .	728	483	.66-35
177	W. Brookfield, .	287	207	.72-13	225	Cheshire, .	285	189	.66-32
178	Alford, .	114	82	.71-93	226	Northfield, .	399	264	.66-17
179	Lowell, .	5,889	4,232	.71-86	227	Tyringham, .	201	133	.66-12
180	Becket, .	269	193	.71-75	228	Westminster, .	448	296	.66-07
181	Natick, .	591	424	.71-74	229	Canton, .	635	419	.65-98
182	Sherborn, .	215	153	.71-16	230	Granville, .	284	187	.65-85
183	Ludlow, .	273	194	.71-06	231	Seekonk, .	469	308	.65-67
184	Monson, .	507	360	.71-01	232	Rockport, .	786	515	.65-52
185	Beverly, .	1,090	772	.70-83	233	Plympton, .	222	145	.65-32
186	Ware, .	681	482	.70-78	234	Northampton, .	1,129	736	.65-19
187	Salem, .	4,280	3,028	.70-75	235	Westfield, .	950	618	.65-05
188	Berlin, .	190	134	.70-53	236	Prescott, .	177	115	.64-97
189	Belchertown, .	606	426	.70-30	237	Egremont, .	208	135	.64-90
190	Ashfield, .	353	248	.70-25	238	Lee, .	820	532	.64-88
191	Dudley, .	299	210	.70-23	239	Brookfield, .	338	219	.64-79
192	Chesterfield, .	230	161	.70	240	Andover, .	1,414	916	.64-78
193	Conway, .	406	284	.69-95	241	Millbury, .	550	356	.64-73
194	Groton, .	612	428	.69-93	242	Tolland, .	118	76	.64-41
195	Ipswich, .	695	484	.69-64	243	Harwich, .	963	620	.64-38
196	Florida, .	167	116	.69-46	244	Erving, .	101	65	.64-36
197	Dorchester, .	1,798	1,247	.69-39	245	Wilbraham, .	496	319	.64-31
198	Longmeadow, .	249	172	.69-08	246	Duxbury, .	526	338	.64-26
199	Shirley, .	280	193	.68-93	247	Essex, .	300	192	.64
200	N. Reading, .	215	148	.68-84	248	Chilmark, .	150	96	.64
201	Westport, .	602	414	.68-77	249	Tyngsborough, .	205	131	.63-90
202	Marshfield, .	364	250	.68-68	250	Mansfield, .	421	268	.63-66
203	Williamsburg, .	337	231	.68-55	251	N. Marlboro', .	360	229	.63-61
204	Leicester, .	528	361	.68-37	252	Pittsfield, .	1,385	879	.63-47
205	S. Scituate, .	362	247	.68-23	253	Lawrence, .	1,869	1,185	.63-40
206	Stoughton, .	806	549	.68-11	254	Hinsdale, .	270	171	.63-33
207	Pembroke, .	310	211	.68-06	255	Newburyport, .	2,248	1,420	.63-17
208	Hamilton, .	156	106	.67-95	256	Randolph, .	1,077	675	.62-67
209	Tewksbury, .	230	156	.67-83	257	Barnstable, .	1,153	720	.62-45
210	Nantucket, .	1,602	1,086	.67-79	258	Savoy, .	201	125	.62-24
211	Charlemont, .	266	180	.67-67	259	Whately, .	217	135	.62-21
212	Needham, .	378	255	.67-46	260	Dartmouth, .	878	544	.62-17
213	N. Bridgewater, .	1,043	703	.67-40	261	Wareham, .	752	467	.62-10
214	Deerfield, .	506	341	.67-39	262	Southborough, .	321	199	.61-99

## BOARD OF EDUCATION.

TOWNS.				TOWNS.					
		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.			No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
263	Truro, . .	525	325	.61-90	296	Fall River, . .	2,761	1,533	.55-52
264	Woburn, . .	924	571	.61-80	297	Hingham, . .	800	444	.55-50
265	Carver, . .	291	179	.61-51	298	Clinton, . .	555	307	.55-32
266	Taunton, . .	2,666	1,636	.61-37	299	Wilmington, .	227	125	.55-07
267	Southbridge, .	628	384	.61-15	300	Palmer, . .	818	450	.55-01
268	Dalton, . .	270	165	.61-11	301	Gt. Barrington,	730	399	.54-66
269	Milford, . .	1,203	734	.61-01	302	W. Stockb'ge,	315	171	.54-29
270	Freetown, . .	336	205	.61-01	303	Lynnfield, . .	216	117	.54-17
271	Blackstone, .	889	540	.60-74	304	W. Newbury,	398	215	.54-02
272	Groveland, . .	275	167	.60-73	305	Brewster, . .	319	171	.53-60
273	Southampton,	238	144	.60-50	306	Swansey, . .	274	146	.53-28
274	Wendell, . .	229	138	.60-26	307	Hull, . .	62	33	.53-23
275	Wenham, . .	216	130	.60-19	308	Topsfield, . .	282	146	.51-77
276	W. Bridgew'r,	322	193	.59-94	309	Bradford, . .	281	144	.51-25
277	Attleborough,	921	552	.59-93	310	Webster, . .	611	313	.51-23
278	Franklin, . .	376	223	.59-31	311	Sandwich, . .	1,197	611	.51-04
279	Marblehead, .	1,619	957	.59-11	312	Stockbridge, .	439	224	.51-03
280	Medfield, . .	200	117	.58-50	313	Lanesborough,	282	139	.49-29
281	W. Springfield	708	414	.58-47	314	Easthampton,	245	119	.48-57
282	Rochester, . .	674	393	.58-31	315	Williamstown,	668	324	.48-50
283	Hanover, . .	325	189	.58-15	316	Lenox, . .	380	183	.48-16
284	Worcester, . .	3,312	1,921	.58	317	Salisbury, . .	698	336	.48-14
285	Washington, .	226	130	.57-52	318	Pawtucket, . .	870	428	.48-05
286	Weston, . .	216	124	.57-41	319	Burlington, . .	97	46	.47-42
287	Richmond, . .	191	109	.57-07	320	Adams, . .	1,347	628	.46-62
288	Newbury, . .	270	154	.57-04	321	Somerset, . .	292	133	.45-55
289	Rowley, . .	201	114	.56-72	322	Uxbridge, . .	762	347	.45-54
290	Montgomery, .	99	56	.56-57	323	Stoneham, . .	436	179	.41-06
291	Middleton, . .	211	119	.56-40	324	Hancock, . .	167	65	.38-92
292	Chatham, . .	534	298	.55-81	325	New Ashford,	55	21	.38-18
293	Oxford, . .	608	339	.55-76	326	Mt. Washing'n	72	27	.37-50
294	Sheffield, . .	617	344	.55-75		Southwick, . .	} No returns.		
295	Clarksburg, .	108	60	.55-56		Leyden, . .			

## GRADUATED TABLES.—THIRD SERIES.

*Table, in which all the Towns, in the respective Counties in the State, are numerically arranged, according to the mean average attendance of their children upon the Public Schools, for the year 1853-4.*

[For an explanation of the principle on which these Tables are constructed, see *ante*, p. 88.]

## SUFFOLK COUNTY.

TOWNS.				TOWNS.			
	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1 WINTHROP, .	52	46	.88-46	3 Boston, .	24,205	18,710	.77-30
2 North Chelsea,	125	105	.84	4 Chelsea, .	1,493	1,126	.75-42

## ESSEX COUNTY.

1 NAHANT, .	41	35	.85-37	17 Rockport, .	786	515	.65-52
2 Amesbury, .	562	450	.80-07	18 Andover, .	1,414	916	.64-78
3 Swampscott, .	248	197	.79-44	19 Essex, .	300	192	.64
4 Georgetown, .	361	283	.78-39	20 Lawrence, .	1,869	1,185	.63-40
5 Danvers, .	1,806	1,406	.77-85	21 Newburyport, .	2,248	1,420	.63-17
6 Methuen, .	444	340	.76-58	22 Groveland, .	275	167	.60-73
7 Gloucester, .	1,753	1,318	.75-19	23 Wenham, .	216	130	.60-19
8 Lynn, .	2,864	2,126	.74-23	24 Marblehead, .	1,619	957	.59-11
9 Saugus, .	322	236	.73-29	25 Newbury, .	270	154	.57-04
10 Boxford, .	211	154	.72-90	26 Rowley, .	201	114	.56-72
11 Haverhill, .	1,389	1,004	.72-28	27 Middleton, .	211	119	.56-40
12 Beverly, .	1,090	772	.70-83	28 Lynnfield, .	216	117	.54-17
13 Salem, .	4,280	3,028	.70-75	29 W. Newbury, .	398	215	.54-02
14 Ipswich, .	695	484	.69-64	30 Topsfield, .	282	146	.51-77
15 Hamilton, .	156	106	.67-95	31 Bradford, .	281	144	.51-25
16 Manchester, .	373	251	.67-29	32 Salisbury, .	698	336	.48-14

## BOARD OF EDUCATION.

## MIDDLESEX COUNTY.

TOWNS.				TOWNS.			
	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1 BOXBORO', .	83	87	1.04-82	27 Acton, .	353	277	.78-47
2 Melrose, .	332	331	.99-70	28 Waltham, .	889	694	.78-07
3 Chelmsford, .	436	426	.97-71	29 Malden, .	726	566	.77-96
4 Concord, .	343	320	.93-29	30 Brighton, .	475	370	.77-89
5 Townsend, .	425	394	.92-71	31 Framingham, .	773	591	.76-46
6 Lincoln, .	120	109	.90-83	32 Carlisle, .	126	96	.76-19
7 Winchester, .	268	243	.90-67	33 Watertown, .	604	457	.75-66
8 Dracut, .	309	278	.89-97	34 Somerville, .	882	660	.74-83
9 Stowe, .	282	247	.87-59	35 Lexington, .	385	284	.73-77
10 Littleton, .	164	143	.87-20	36 Sudbury, .	338	246	.72-78
11 W. Cambridge, .	345	298	.86-38	37 Marlborough, .	709	514	.72-50
12 Hopkinton, .	673	578	.85-88	38 Lowell, .	5,889	4,232	.71-86
13 Wayland, .	223	190	.85-20	39 Natick, .	591	424	.71-74
14 Billerica, .	344	290	.84-30	40 Sherborn, .	215	153	.71-16
15 Ashby, .	265	223	.84-15	41 Groton, .	612	428	.69-93
16 Ashland, .	290	244	.84-14	42 Shirley, .	280	193	.68-93
17 Pepperell, .	333	277	.83-18	43 N. Reading, .	215	148	.68-84
18 Bedford, .	196	162	.82-65	44 Tewksbury, .	230	156	.67-83
19 Dunstable, .	108	89	.82-41	45 Westford, .	320	213	.66-56
20 Newton, .	1,015	835	.82-27	46 Tyngsborough, .	205	131	.63-90
21 Charlestown, .	3,455	2,832	.81-97	47 Woburn, .	924	571	.61-80
22 Cambridge, .	3,343	2,720	.81-36	48 Weston, .	216	124	.57-41
23 S. Reading, .	492	400	.81-30	49 Wilmington, .	227	125	.55-07
24 Reading, .	415	334	.80-48	50 Burlington, .	97	46	.47-42
25 Holliston, .	582	464	.79-73	51 Stoneham, .	436	179	.41-06
26 Medford, .	871	694	.79-68				

## WORCESTER COUNTY.

1 LEOMINSTER, .	581	601	1.03-44	14 Ashburnham, .	457	392	.85-78
2 Oakham, .	213	219	1.02-82	15 Petersham, .	323	275	.85-14
3 Royalston, .	313	305	.97-44	16 Charlton, .	405	343	.84-69
4 Barre, .	572	549	.95-98	17 Hubbardston, .	457	384	.84-03
5 Hardwick, .	275	260	.94-55	18 N. Braintree, .	175	147	.84-00
6 Princeton, .	276	260	.94-20	19 Athol, .	410	341	.83-17
7 Phillipston, .	171	159	.92-98	20 Dana, .	181	150	.82-87
8 N. Brookfield, .	449	415	.92-43	21 Gardner, .	410	338	.82-44
9 Grafton, .	747	674	.90-23	22 Bolton, .	253	208	.82-21
10 Paxton, .	160	142	.88-75	23 Sterling, .	390	320	.82-05
11 Upton, .	356	310	.87-08	24 Lunenburg, .	255	206	.80-78
12 Westborough, .	476	411	.86-34	25 Templeton, .	501	404	.80-64
13 Shrewsbury, .	270	232	.85-93	26 Winchendon, .	435	350	.80-46



# SCHOOL RETURNS—1853-4.

XCV

## WORCESTER COUNTY—CONTINUED.

TOWNS.				TOWNS.			
	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
27 Rutland, .	282	226	.80-14	43 Dudley, .	299	210	.70-23
28 Holden, .	464	371	.79-96	44 Leicester, .	528	361	.68-37
29 Harvard, .	289	231	.79-93	45 Northbridge, .	458	307	.67-03
30 Boylston, .	222	176	.79-28	46 Sturbridge, .	536	357	.66-60
31 Douglas, .	386	301	.77-98	47 Westminster, .	448	296	.66-07
32 Fitchburg, .	1,006	772	.76-74	48 Brookfield, .	338	219	.64-79
33 West Boylston, .	364	277	.76-10	49 Millbury, .	550	356	.64-73
34 Mendon, .	275	209	.76-00	50 Southborough, .	321	199	.61-99
35 Auburn, .	190	144	.75-79	51 Southbridge, .	628	384	.61-15
36 Lancaster, .	352	263	.74-72	52 Milford, .	1,203	734	.61-01
37 Warren, .	323	240	.74-30	53 Blackstone, .	889	540	.60-74
38 Sutton, .	496	362	.72-98	54 Worcester, .	3,312	1,921	.58
39 Northborough, .	264	191	.72-35	55 Oxford, .	608	339	.55-76
40 Spencer, .	553	399	.72-15	56 Clinton, .	555	307	.55-32
41 W. Brookfield, .	287	207	.72-13	57 Webster, .	611	313	.51-23
42 Berlin, .	190	134	.70-53	58 Uxbridge, .	762	347	.45-54

## HAMPSHIRE COUNTY.

1 PELHAM, .	162	179	1.10-49	13 Westhampton, .	128	96	.75-00
2 Norwich, .	222	207	.93-24	14 Enfield, .	390	287	.73-59
3 Plainfield, .	162	145	.89-51	15 South Hadley, .	241	176	.73-03
4 Goshen, .	104	93	.89-42	16 Ware, .	681	482	.70-78
5 Greenwich, .	172	146	.84-88	17 Belchertown, .	606	426	.70-30
6 Hadley, .	421	339	.80-52	18 Chesterfield, .	230	161	.70-00
7 Middlefield, .	149	119	.79-84	19 Williamsburg, .	337	231	.68-55
8 Amherst, .	626	499	.79-71	20 Northampton, .	1,129	736	.65-19
9 Cummington, .	240	188	.78-33	21 Prescott, .	177	115	.64-97
10 Hatfield, .	196	153	.78-06	22 Southampton, .	238	144	.60-50
11 Worthington, .	271	207	.76-39	23 Easthampton, .	245	119	.48-57
12 Granby, .	194	146	.75-26				

## HAMPDEN COUNTY.

1 HOLLAND, .	73	66	.90-41	6 Russell, .	111	81	.72-97
2 Blandford, .	314	260	.82-80	7 Springfield, .	2,253	1,642	.72-88
3 Chester, .	305	245	.80-33	8 Holyoke, .	650	471	.72-46
4 Brimfield, .	256	198	.77-34	9 Ludlow, .	273	194	.71-06
5 Wales, .	136	102	.75-00	10 Monson, .	507	360	.71-01

## BOARD OF EDUCATION.

## HAMPDEN COUNTY—CONTINUED.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
11	Longmeadow,	249	172	.69-08	16	Wilbraham,	496	319	.64-31
12	Chicopee,	1,388	933	.67-22	17	W. Springfield	708	414	.58-47
13	Granville,	284	187	.65-85	18	Montgomery,	99	56	.56-57
14	Westfield,	950	618	.65-05	19	Palmer,	818	450	.55-01
15	Tolland,	118	76	.64-41		Southwick,	No returns.		

## FRANKLIN COUNTY.

1	WARWICK,	203	202	.99-51	14	Montague,	356	272	.76-40
2	Leverett,	214	188	.87-85	15	Bernardston,	226	172	.76-11
3	Hawley,	206	173	.83-98	16	Buckland,	310	231	.74-51
4	Shelburne,	275	230	.83-64	17	Ashfield,	353	248	.70-25
5	Heath,	188	154	.81-91	18	Conway,	406	284	.69-95
6	Orange,	376	307	.81-65	19	Charlemont,	266	180	.67-67
7	Monroe,	54	44	.81-48	20	Deerfield,	506	341	.67-39
8	Gill,	163	132	.80-98	21	Greenfield,	563	374	.66-43
9	Sunderland,	203	162	.79-80	22	Northfield,	399	264	.66-17
10	Coleraine,	437	348	.79-63	23	Erving,	101	65	.64-36
11	Shutesbury,	216	171	.79-17	24	Whately,	217	135	.62-21
12	Rowe,	155	119	.76-77	25	Wendell,	229	138	.60-26
13	New Salem,	315	241	.76-51		Leyden,	No returns.		

## BERKSHIRE COUNTY.

1	MONTEREY,	133	116	.87-22	17	Dalton,	270	165	.61-11
2	Peru,	99	79	.79-80	18	Washington,	226	130	.57-52
3	Sandisfield,	294	230	.78-23	19	Richmond,	191	109	.57-07
4	Otis,	202	150	.74-26	20	Sheffield,	617	344	.55-75
5	Windsor,	227	168	.74-01	21	Clarksburg,	108	60	.55-56
6	Alford,	114	82	.71-93	22	Gt. Barrington,	730	399	.54-66
7	Becket,	269	193	.71-75	23	W. Stockb'ge,	315	171	.54-29
8	Florida,	167	116	.69-46	24	Stockbridge,	439	224	.51-03
9	Cheshire,	285	189	.66-32	25	Lanesborough,	282	139	.49-29
10	Tyringham,	201	133	.66-12	26	Williamstown,	668	324	.48-50
11	Egremont,	208	135	.64-90	27	Lenox,	380	183	.48-16
12	Lee,	820	532	.64-88	28	Adams,	1,347	628	.46-62
13	N. Marlboro',	360	229	.63-61	29	Hancock,	167	65	.38-92
14	Pittsfield,	1,385	879	.63-47	30	New Ashford,	55	21	.38-18
15	Hinsdale,	270	171	.63-33	31	Mt. Washing'n	72	27	.37-50
16	Savoy,	201	125	.62-24					

## SCHOOL RETURNS—1853-4.

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## NORFOLK COUNTY.

TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1 DOVER, .	100	89	.89	13 Brookline, .	393	285	.72-52
2 Walpole, .	372	326	.87-63	14 W. Roxbury, .	676	488	.72-19
3 Dedham, .	794	695	.87-53	15 Dorchester, .	1,798	1,247	.69-39
4 Sharon, .	237	202	.85-23	16 Stoughton, .	806	549	.68-11
5 Bellingham, .	289	243	.84-08	17 Needham, .	378	255	.67-46
6 Foxborough, .	404	323	.79-95	18 Milton, .	472	316	.66-95
7 Weymouth, .	1,137	903	.79-42	19 Braintree, .	728	483	.66-35
8 Medway, .	608	478	.78-62	20 Canton, .	635	419	.65-98
9 Cohasset, .	349	273	.78-22	21 Randolph, .	1,077	675	.62-67
10 Wrentham, .	715	546	.76-36	22 Franklin, .	376	223	.59-31
11 Quincy, .	1,148	850	.74-04	23 Medfield, .	200	117	.58-50
12 Roxbury, .	3,247	2,375	.73-14				

## BRISTOL COUNTY.

1 RAYNHAM, .	323	266	.82-35	11 Mansfield, .	421	268	.63-66
2 Easton, .	517	421	.81-43	12 Dartmouth, .	875	544	.62-17
3 Dighton, .	353	283	.80-17	13 Taunton, .	2,666	1,636	.61-37
4 Fairhaven, .	1,060	834	.78-68	14 Freetown, .	336	205	.61-01
5 Berkley, .	205	157	.76-59	15 Attleborough, .	921	552	.59-93
6 Rehoboth, .	417	318	.76-26	16 Fall River, .	2,761	1,533	.55-52
7 New Bedford, .	3,423	2,600	.75-96	17 Swanzey, .	274	146	.53-28
8 Norton, .	382	288	.75-39	18 Pawtucket, .	870	428	.48-05
9 Westport, .	602	414	.68-77	19 Somerset, .	292	133	.45-55
10 Seekonk, .	469	308	.65-67				

## PLYMOUTH COUNTY.

1 MARION, .	199	185	.92-97	13 Pembroke, .	310	211	.68-06
2 Hanson, .	222	176	.79-28	14 N. Bridgewater, .	1,043	703	.67-40
3 Middleboro', .	824	651	.79-00	15 E. Bridgewater, .	582	391	.67-18
4 Kingston, .	292	227	.77-74	16 Plympton, .	222	145	.65-32
5 Scituate, .	484	374	.77-27	17 Duxbury, .	526	338	.64-26
6 Abington, .	1,148	880	.76-66	18 Wareham, .	752	467	.62-10
7 Lakeville, .	233	177	.75-97	19 Carver, .	291	179	.61-51
8 Bridgewater, .	568	431	.75-88	20 W. Bridgewater, .	322	193	.59-94
9 Plymouth, .	1,314	967	.73-59	21 Rochester, .	674	393	.58-31
10 Halifax, .	166	121	.72-89	22 Hanover, .	325	189	.58-15
11 Marshfield, .	364	250	.68-68	23 Hingham, .	800	444	.55-50
12 S. Scituate, .	362	247	.68-23	24 Hull, .	62	33	.53-23

## BOARD OF EDUCATION.

## BARNSTABLE COUNTY.

TOWNS.				TOWNS.			
	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1 EASTHAM, .	168	139	.82-74	8 Harwich, .	963	620	.64-38
2 Provincetown, .	675	547	.81-04	9 Barnstable, .	1,153	720	.62-45
3 Wellfleet, .	542	415	.76-57	10 Truro, .	525	325	.61-90
4 Yarmouth, .	516	384	.74-42	11 Chatham, .	534	298	.55-81
5 Orleans, .	463	343	.74-08	12 Brewster, .	319	171	.53-60
6 Falmouth, .	560	406	.72-50	13 Sandwich, .	1,197	611	.51-04
7 Dennis, .	835	559	.66-95				

## DUKES COUNTY.

1 TISBURY, .	398	325	.81-66	3 Chilmark, .	150	96	.64
2 Edgartown, .	412	304	.73-79				

## NANTUCKET COUNTY.

1 NANTUCKET,	1,602	1,086	.67-79				
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## MEAN AVERAGE ATTENDANCE FOR THE STATE.

Number of Children between 5 and 15 years of age, in the State, .	. 206,625
Mean average attendance upon School, . . . . .	. 147,751
Ratio of attendance to the whole number of Children between 5 and 15, expressed in decimals, . . . . .	. 72—

☞ The terms of the four State Normal Schools commence as follows :—

At Framingham, on the first Wednesday of March and September of each year.

" Salem,	"	second	"	"	"	"
" Bridgewater,	"	third	"	"	"	"
" Westfield,	"	fourth	"	"	"	"

The Spring Term of each School is preceded by a vacation of four weeks, and the Autumn Term by a vacation of eight weeks.

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#### ERRATA.

(Page 58, line 11, and page 77, line 7.)

The number of High Schools in the State is 104.



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